



Fifth Annual
Results Report
on
Education
1999

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The *Fifth Annual Results Report on Education 1999* is an excerpt from *Alberta Education's 94th Annual Report, 1998/1999*. It replicates the Results Analysis portion, exactly as it appears in the Annual Report, and is produced to more broadly disseminate performance information on the K-12 education system. The full Annual Report includes Ministry and school authority financial statements and an Operational Overview of Alberta Education for the 1998/1999 fiscal year, in addition to the Results Analysis.

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Both the *Fifth Annual Results Report on Education 1999* and *Alberta Education's 94th Annual Report 1998/1999* are available on the Internet at Alberta Education's Home Page:

<<http://www.learning.gov.ab.ca/departments>>; scroll down to the *Document* section.

*to be connected toll-free from outside of Edmonton, dial 310-0000



REPORT OF THE AUDITOR GENERAL ON THE RESULTS OF APPLYING
SPECIFIED AUDITING PROCEDURES TO PERFORMANCE MEASURES

To the Members of the Legislative Assembly

I have performed the following procedures in connection with the Ministry of Education's set of measures numbered 1.1 to 8.3 included in the *5th Annual Results Report 1998-1999*.

1. Information obtained from an independent source, such as Statistics Canada, was agreed with the information supplied by the stated source. Information provided internally was agreed to the reports from the systems used to develop the information.
2. The calculations which converted source information into reported measures were tested.
3. The appropriateness of the description of each measure's methodology was assessed.

As a result of applying the above procedures, I found no exceptions. However, these procedures do not constitute an audit of the set of measures and therefore I express no opinion on the set of measures included in the *5th Annual Results Report 1998-1999*.

Peter Salenbaker FCA
Auditor General

Edmonton, Alberta
September 22, 1999

Table of Contents

To the Reader	1
Introduction	2
Goal 1 Education is focused on what students need to learn and students achieve high standards	4
Desired Result: Alberta's education system has high learning standards	4
Desired Result: Students learn what they need to know.	6
Desired Result: Students achieve provincial and national learning standards, and perform well in international comparisons	10
<i>Goal One Summary</i>	<i>16</i>
Goal 2 Education in Alberta is responsive to students, parents and communities	18
Desired Result: Parents, business and the community have meaningful roles in education	18
Desired Result: Parents and students can choose schools and programs within the public education system.....	20
Desired Result: Schools provide a safe and caring environment for students.....	22
<i>Goal Two Summary</i>	<i>22</i>
Goal 3 Students have access to the support services they require	24
Desired Result: Services for children are co-ordinated at the provincial and local levels	24
<i>Goal Three Summary</i>	<i>24</i>
Goal 4 Teaching in Alberta consistently is of high quality	26
Desired Result: Teachers know the Alberta curriculum and have the skills and knowledge needed to provide students with the best possible opportunity to learn	26
Desired Result: Teachers help students achieve provincial learning expectations and high standards.....	26
<i>Goal Four Summary</i>	<i>26</i>

Goal 5	Information technology is integrated into education to enhance student learning, and increase efficiency and flexibility of delivery.....	28
Desired Result:	Students have information technology, skills, and attitudes needed for K-12 learning, post-secondary studies and the workplace.....	28
Desired Result:	Teachers integrate information technology into the instruction and management of student learning	28
	<i>Goal Five Summary.....</i>	<i>28</i>
Goal 6	The education funding system is fair, equitable and appropriate	30
Desired Result:	Albertans pay comparable education taxes on properties of equal value	30
Desired Result:	The province, school authorities and schools are efficient in their use of available resources.....	30
Desired Result:	All school boards and schools are funded equitably and appropriately.....	36
	<i>Goal Six Summary</i>	<i>36</i>
Goal 7	The education system is open and accountable for achievement of results and use of resources	38
Desired Result:	Albertans have timely and meaningful information about education, including student achievement and cost, from the department, school authorities and schools	38
	<i>Goal Seven Summary</i>	<i>40</i>
Goal 8	Alberta Education is managed effectively and efficiently to achieve government goals.....	42
Desired Result:	Department service is of high quality, affordable and focused on the needs of education partners	42
	<i>Goal Eight Summary</i>	<i>44</i>
Future Challenges		46
Endnotes		48
Endnote A:	Changes to the Report.....	48
Endnote B:	Notes on Surveys	49
Endnote C:	Notes on Selected Measures	53
Reader Feedback /Evaluation Form.....		63

To the Reader:

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Government will consider all the results reported in this document in developing the next three-year plan for education. Parents, teachers, principals, trustees, superintendents and members of the community are encouraged to use these results to identify where and how improvements can be made at the local level.



IMPORTANT NOTE CONCERNING THE FOLLOWING PAGES

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Introduction

This Results Report provides an accounting to all Albertans of the results achieved in the government's Three-Year Plan for Education 1998/1999 – 2000/2001. Government is committed to informing Albertans how well we and our education partners are meeting students' needs and what we plan to do to improve basic education in Alberta.

The report is organized around the eight goals in the three-year plan and the desired results related to these goals. Each desired result has one or more displays that indicate the progress made toward achieving the result. Desired results for key measures (i.e., targets) are included in the displays. Progress toward each desired result is rated on a scale (*Beginning, Intermediate, Extensive, Achieved*). Displays related to key measures are identified by a large arrow, and targets for 1999 and 2001 are identified along with the results achieved to date.

As all satisfaction measures in this report are based on the opinions of samples of parents, students and the public, the results may differ from actual satisfaction by plus or minus 3.5 per cent. Repeated samples in a given year might produce slightly different satisfaction levels. Statistically significant differences are indicated throughout this report by an asterisk (see technical note in Endnote B for a more detailed explanation of significant differences).

The report provides background information on how data are collected, explains key words and points out recent changes affecting the measures. Each goal section concludes with a summary highlighting Progress Toward Desired Results and a Conclusion about the Goal. The **Endnotes** provide data sources, notes, and supplementary information on the survey methods and selected measures.

A review of the progress toward each goal shows the achievement to date. The conclusion for each goal was rated on a scale of *Fair, Good, Very Good* and *Excellent*.

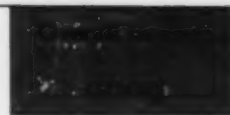
Goal 1 **Education is focused on what students need to learn and students achieve high standards.**

Conclusion Although there is room for improvement, many Alberta students are achieving the high standards set for them provincially and nationally, and do well on international assessments (see pages 38-39).

Goal 2 **Education in Alberta is responsive to students, parents and communities.**

Conclusion The public education system offers a substantial number of program and delivery choices for students. Business and other community members are contributing to education by providing work experience opportunities for students. Parents are more satisfied than the public with opportunities for and involvement in decisions at local schools (see page 44).

Goal 3 **Students have access to the services they require.**



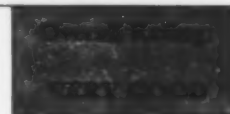
Conclusion Parents of children with severe special needs are positive about services provided for their children in schools. Parents indicate work is needed to improve accessibility of services. Co-ordination of services at the provincial and local levels continues to be a high priority for education and government (see page 46).

Goal 4 **Teaching in Alberta consistently is of high quality.**



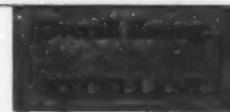
Conclusion Parents and students continue to express high levels of satisfaction with the quality of teaching provided to students (see page 48).

Goal 5 **Information technology is integrated into education to enhance student learning, and increase efficiency and flexibility of delivery.**



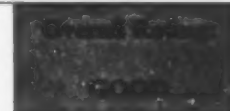
Conclusion The public education system continues to integrate information technology and learning outcomes into the classroom. Student and parent satisfaction with the learning of computer skills is increasing as teachers integrate information technology into instruction (see page 50).

Goal 6 **The education funding system is fair, equitable and appropriate.**



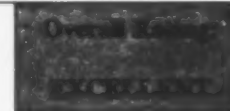
Conclusion Excellent progress has been made in funding all school boards equitably. Taxpayers pay comparable education taxes in all but five municipalities. School systems are directing a greater proportion of funding to instruction. Satisfaction with how money is spent in the local school needs to improve (see page 58).

Goal 7 **The education system is open and accountable for achievement of results and use of resources.**



Conclusion Progress is being made in reporting results to parents. More needs to be done at each level of governance to communicate with members of the public (see page 62).

Goal 8 **Alberta Education is managed effectively and efficiently to achieve government goals.**



Conclusion Substantial reductions in the cost of department services have been achieved through operational efficiencies and by focusing on core businesses. Employee responsibilities are aligned with the government's goals for education. (see page 66).



Introduction

This Results Report provides an accounting to all Albertans of the results achieved in the government's Three-Year Plan for Education 1998/1999 – 2000/2001. Government is committed to informing Albertans how well we and our education partners are meeting students' needs and what we plan to do to improve basic education in Alberta.

The report is organized around the eight goals in the three-year plan and the desired results related to these goals. Each desired result has one or more displays that indicate the progress made toward achieving the result. Desired results for key measures (i.e., targets) are included in the displays. Progress toward each desired result is rated on a scale (*Beginning, Intermediate, Extensive, Achieved*). Displays related to key measures are identified by a large arrow, and targets for 1999 and 2001 are identified along with the results achieved to date.

As all satisfaction measures in this report are based on the opinions of samples of parents, students and the public, the results may differ from actual satisfaction by plus or minus 3.5 per cent. Repeated samples in a given year might produce slightly different satisfaction levels. Statistically significant differences are indicated throughout this report by an asterisk (see technical note in Endnote B for a more detailed explanation of significant differences).

The report provides background information on how data are collected, explains key words and points out recent changes affecting the measures. Each goal section concludes with a summary highlighting Progress Toward Desired Results and a Conclusion about the Goal. The **Endnotes** provide data sources, notes, and supplementary information on the survey methods and selected measures.

A review of the progress toward each goal shows the achievement to date. The conclusion for each goal was rated on a scale of *Fair, Good, Very Good* and *Excellent*.

Goal 1 **Education is focused on what students need to learn and students achieve high standards.**

Overall Rating:
VERY GOOD

Conclusion Although there is room for improvement, many Alberta students are achieving the high standards set for them provincially and nationally, and do well on international assessments (see pages 38-39).

Goal 2 **Education in Alberta is responsive to students, parents and communities.**

Overall Rating:
VERY GOOD

Conclusion The public education system offers a substantial number of program and delivery choices for students. Business and other community members are contributing to education by providing work experience opportunities for students. Parents are more satisfied than the public with opportunities for and involvement in decisions at local schools (see page 44).

Goal 3	Students have access to the services they require.	Overall Rating: GOOD
<i>Conclusion</i>	Parents of children with severe special needs are positive about services provided for their children in schools. Parents indicate work is needed to improve accessibility of services. Co-ordination of services at the provincial and local levels continues to be a high priority for education and government (see page 46).	
Goal 4	Teaching in Alberta consistently is of high quality.	Overall Rating: VERY GOOD
<i>Conclusion</i>	Parents and students continue to express high levels of satisfaction with the quality of teaching provided to students (see page 48).	
Goal 5	Information technology is integrated into education to enhance student learning, and increase efficiency and flexibility of delivery.	Overall Rating: VERY GOOD
<i>Conclusion</i>	The public education system continues to integrate information technology and learning outcomes into the classroom. Student and parent satisfaction with the learning of computer skills is increasing as teachers integrate information technology into instruction (see page 50).	
Goal 6	The education funding system is fair, equitable and appropriate.	Overall Rating: EXCELLENT
<i>Conclusion</i>	Excellent progress has been made in funding all school boards equitably. Taxpayers pay comparable education taxes in all but five municipalities. School systems are directing a greater proportion of funding to instruction. Satisfaction with how money is spent in the local school needs to improve (see page 58).	
Goal 7	The education system is open and accountable for achievement of results and use of resources.	Overall Rating: GOOD
<i>Conclusion</i>	Progress is being made in reporting results to parents. More needs to be done at each level of governance to communicate with members of the public (see page 62).	
Goal 8	Alberta Education is managed effectively and efficiently to achieve government goals.	Overall Rating: EXCELLENT
<i>Conclusion</i>	Substantial reductions in the cost of department services have been achieved through operational efficiencies and by focusing on core businesses. Employee responsibilities are aligned with the government's goals for education. (see page 66).	

Goal 1

Education is focused on what students need to learn and students achieve high standards.

Desired Result: Alberta's education system has high learning standards.

Progress toward achieving the desired result was measured by asking Albertans questions about learning standards in telephone surveys conducted by an independent survey research firm.

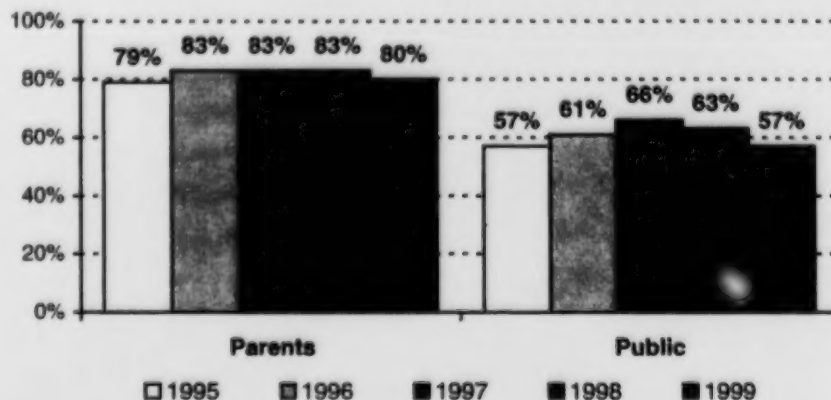
Parents and the public were asked, "Thinking about what is being taught in your child's school (or, for the public, 'in school'), would you strongly agree, agree, disagree or strongly disagree that students are learning what they need to know?" The two agreement choices were combined for Display 1.1.

Respondents also were asked, "Overall, do you feel the learning expectations of students are too high, about right or too low?" The percentage who responded "too high", "about right" and "too low" is shown in Display 1.2.

Surveys from other jurisdictions and in other timeframes indicate that public satisfaction with K-12 education is consistently lower than parent satisfaction. Biannual surveys by the Ontario Institute for Studies in Education (OISE) from 1980 to 1990 reported public satisfaction with K-12 education in Ontario ranging from 36 per cent to 51 per cent. In the annual U.S. Gallup Polls (1986 - 1996), the grade of A or B assigned to the nation's public schools ranged from 20 per cent to 28 per cent, and to the local public school from 40 per cent to 48 per cent. In the Alberta Gallup Poll (1988), 49 per cent of Albertans said they did not have enough information to assess the quality of education in Alberta. Of those who felt they had enough information, 61 per cent were satisfied with the quality of K-12 education in Alberta.



1.1 Percentage of Parents and Public Who Agree That Students Are Learning What They Need to Know



Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Note: See technical note on significant differences in survey results over time, Endnote B.

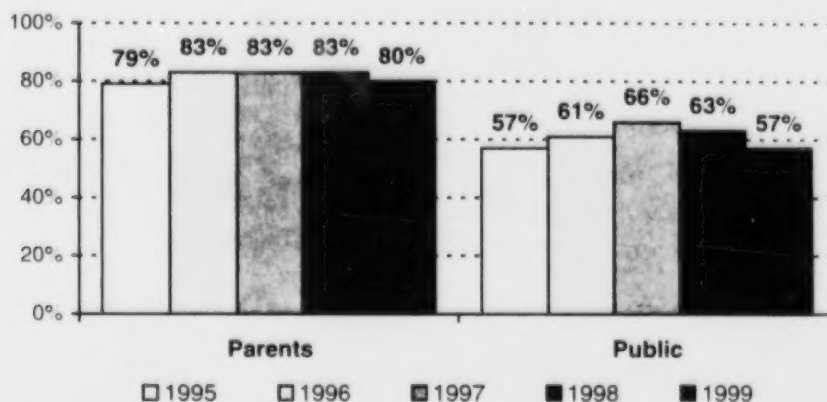
1.2 Percentage of Parents and Public Who Agree That Learning Expectations of Students Are "Too High", "About Right" or "Too Low"

	Parents					Public				
	1995	1996	1997	1998	1999	1995	1996	1997	1998	1999
About Right	53%	60%	59%	60%	61%*	41%	46%	43%	46%	47%*
Don't Know	2%	2%	2%	3%	2%	7%	3%	3%	7%	6%

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

- Notes:
- * Significant difference (1995→1999). See technical note on significant differences in survey results over time, Endnote B.
 - Percentages may not add to 100 due to rounding.

1.1 Percentage of Parents and Public Who Agree That Students Are Learning What They Need to Know



Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Note: See technical note on significant differences in survey results over time, Endnote B.

1.2 Percentage of Parents and Public Who Agree That Learning Expectations of Students Are “Too High”, “About Right” or “Too Low”

	Parents					Public				
	1995	1996	1997	1998	1999	1995	1996	1997	1998	1999
Too High	11%	7%	8%	12%	13%	11%	8%	10%	8%	9%
About Right	53%	60%	59%	60%	61% *	41%	46%	43%	46%	47% *
Too Low	35%	30%	31%	25%	24%	41%	43%	43%	40%	39%
Don't Know	2%	2%	2%	3%	2%	7%	3%	3%	7%	6%

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

- Notes:**
1. * Significant difference (1995→1999). See technical note on significant differences in survey results over time, Endnote B.
 2. Percentages may not add to 100 due to rounding.

Goal 1

Education is focused on what students need to learn and students achieve high standards.

Desired Result: Students learn what they need to know.

Two measures are used for this result – school completion and satisfaction with students' preparation for the workplace and for post-secondary studies.

High school completion shows that students have achieved the standards in the provincial curriculum. High school completion is achieved by all students who:

- successfully complete a recognized diploma or certificate program, or
- qualify for and enter a post-secondary program right after high school (that is, the following school term) without completing a diploma or certificate.

While the majority of students complete high school "on time" (that is, complete one full grade each school year), others complete after an additional year or two of schooling. Many students choose to attend high school part-time, so they can work at the same time.

Display 1.3 shows the percentage of Alberta students who successfully complete high school within *six* years of entering grade 9 (grades 9, 10, 11, 12, plus two additional years). Grade 9 is used as the base year to ensure that the completion rate reflects outcomes for all

students (many students drop out before entering senior high school).

The six year time period accommodates students who take an extra year or two to complete high school.

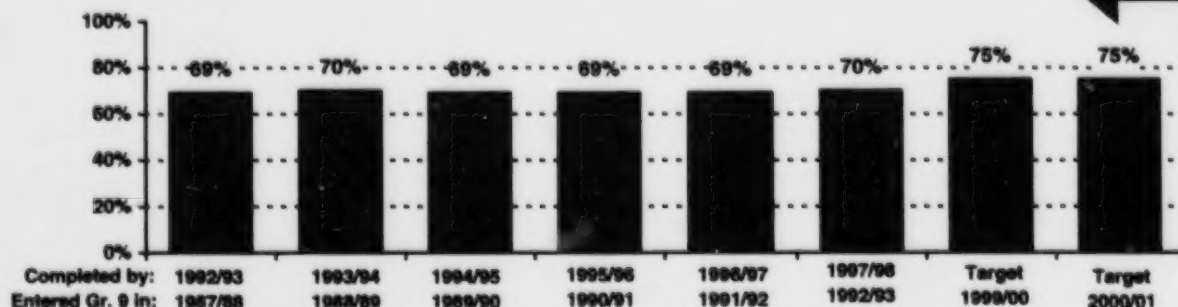
Display 1.4 shows the percentage of Alberta students who successfully complete high school within *four* years of entering grade 9. This reflects the proportion of students who complete "on time" (i.e., at the rate of a full grade each year).

Display 1.5 shows the percentage of students entering grade 9 in 1991/1992 who completed high school within four, five and six years. As well, it shows the percentage who are still in school and who are not in school after four, five and six years.

These Alberta Education accountability indicators focus on completion within the K-12 school system, and to about age 19. Endnote C provides interprovincial comparisons of high school completion rates at age 19 and at age 24, generated from custom tabulations of 1991 and 1996 census data. These data show that significant numbers of young people complete high school after age 19 and outside the K-12 school system.

1.3 Rate of High School Completion Within Six Years of Entering Grade 9

Key Measure



Source: Alberta Education, Planning Branch (based on analysis of Alberta Education's Student Records System).

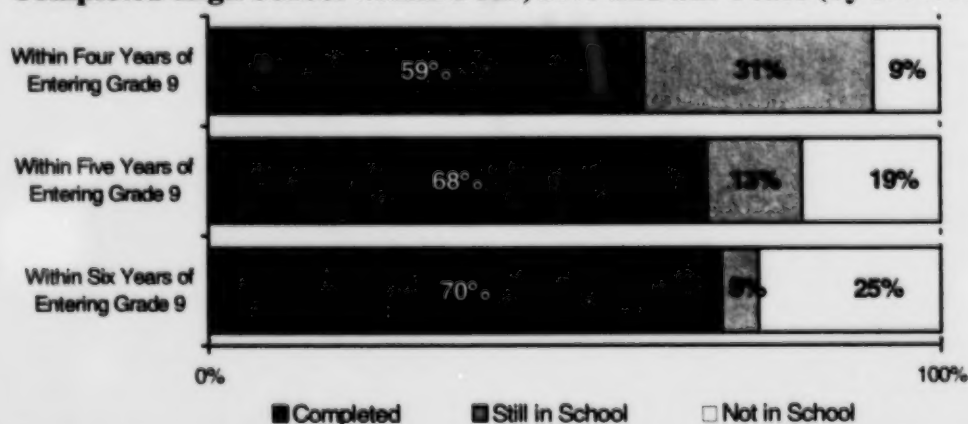
1.4 Rate of High School Completion Within Four Years of Entering Grade 9 ("On Time Completions")

Entered Grade 9 in:	1988/89	1989/90	1990/91	1991/92	1992/93	1993/94	1994/95
Completed by:	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98

Source: Alberta Education, Planning Branch (based on analysis of Alberta Education's Student Records System).

Note: "p" indicates preliminary data.

1.5 Percentage of Alberta Students Entering Grade 9 in 1992/1993 Who Completed High School within Four, Five and Six Years (by 1997/1998)



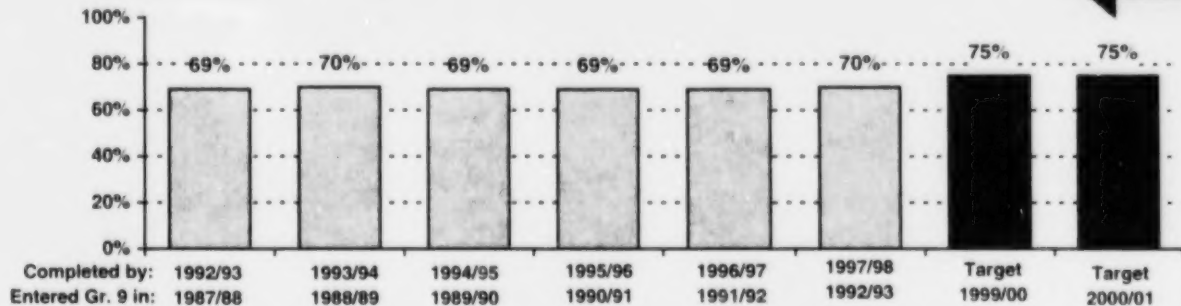
Source: Alberta Education, Planning Branch (based on analysis of Alberta Education's Student Records System)

Note: Percentages may not add to 100 due to rounding.



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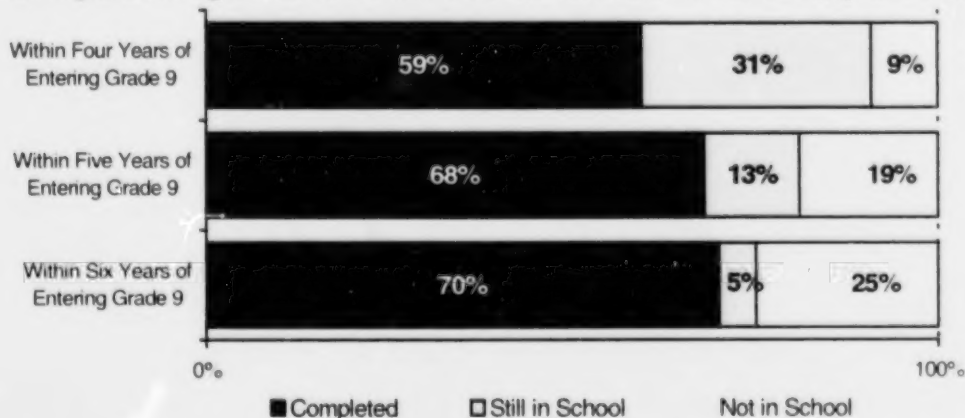
1.4 Rate of High School Completion Within Four Years of Entering Grade 9 ("On Time Completions")

Entered Grade 9 in:	1988/89	1989/90	1990/91	1991/92	1992/93	1993/94	1994/95
Completed by:	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98
Per cent	54%	54%	57%	58%	59%	60%	61%(p)

Source: Alberta Education, Planning Branch (based on analysis of Alberta Education's Student Records System).

Note: "p" indicates preliminary data.

1.5 Percentage of Alberta Students Entering Grade 9 in 1992/1993 Who Completed High School within Four, Five and Six Years (by 1997/1998)



Source: Alberta Education, Planning Branch (based on analysis of Alberta Education's Student Records System)

Note: Percentages may not add to 100 due to rounding.

Goal 1

Education is focused on what students need to learn and students achieve high standards.

Desired Result: Students learn what they need to know. (continued)

Progress toward this result also was measured by asking Albertans about their satisfaction with students' preparation for the workplace and for post-secondary studies. Parents, the public and high school students were asked about the extent to which they agreed that

high school graduates in Alberta... "have the knowledge and skills to get a job" and "are prepared to enter post-secondary education and training" (Display 1.6). No questions were asked about preparation for citizenship.

Parents, high school students and the public also were asked about their overall satisfaction with the quality of education in schools.

The percentage of each group who were satisfied or very satisfied is shown in Display 1.7.

An important aspect of the planning and reporting cycle is the use of performance measure results to improve education. Three-year education plans developed by school authorities were reviewed to identify the

proportion that address priorities for improvement outlined in their Annual Education Results Report (Display 1.8).



1.6 Percentage of Parents, Students and the Public Who Agree That High School Graduates Are Prepared for Work or Further Studies

Key Measure

	1995	1996	1997	1998	1999	Target 1999	Target 2001
Have the Knowledge and Skills to Get a Job							
High School Students	---	83%	85%	86%	85%	90%	90%
Are Prepared to Enter Post-Secondary Education and Training							
High School Students	88%	92%	88%	84%	86%	90%	90%

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

- Notes:
1. The 13% decrease in parent satisfaction from 1995 to 1999 corresponds to a 2% increase in "Dissatisfied" respondents, and an 11% increase in respondents answering "Don't Know".
 2. The survey question used between 1996 to 1999 was worded differently than in 1995. Such differences can affect responses and lead to different results. In 1995, respondents were asked whether "High school graduates are being taught the knowledge, skills and attitudes to....".
 3. * Significant difference (1995→1999); see technical note on significant differences in survey results over time, Endnote B.

1.7 Percentage of Parents, Students and the Public Who Are Satisfied with the Quality of Education in Schools

Key Measure

	1995	1996	1997	1998	1999	Target 1999	Target 2001
High School Students	94%	95%	97%	96%	94%	95%	95%

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

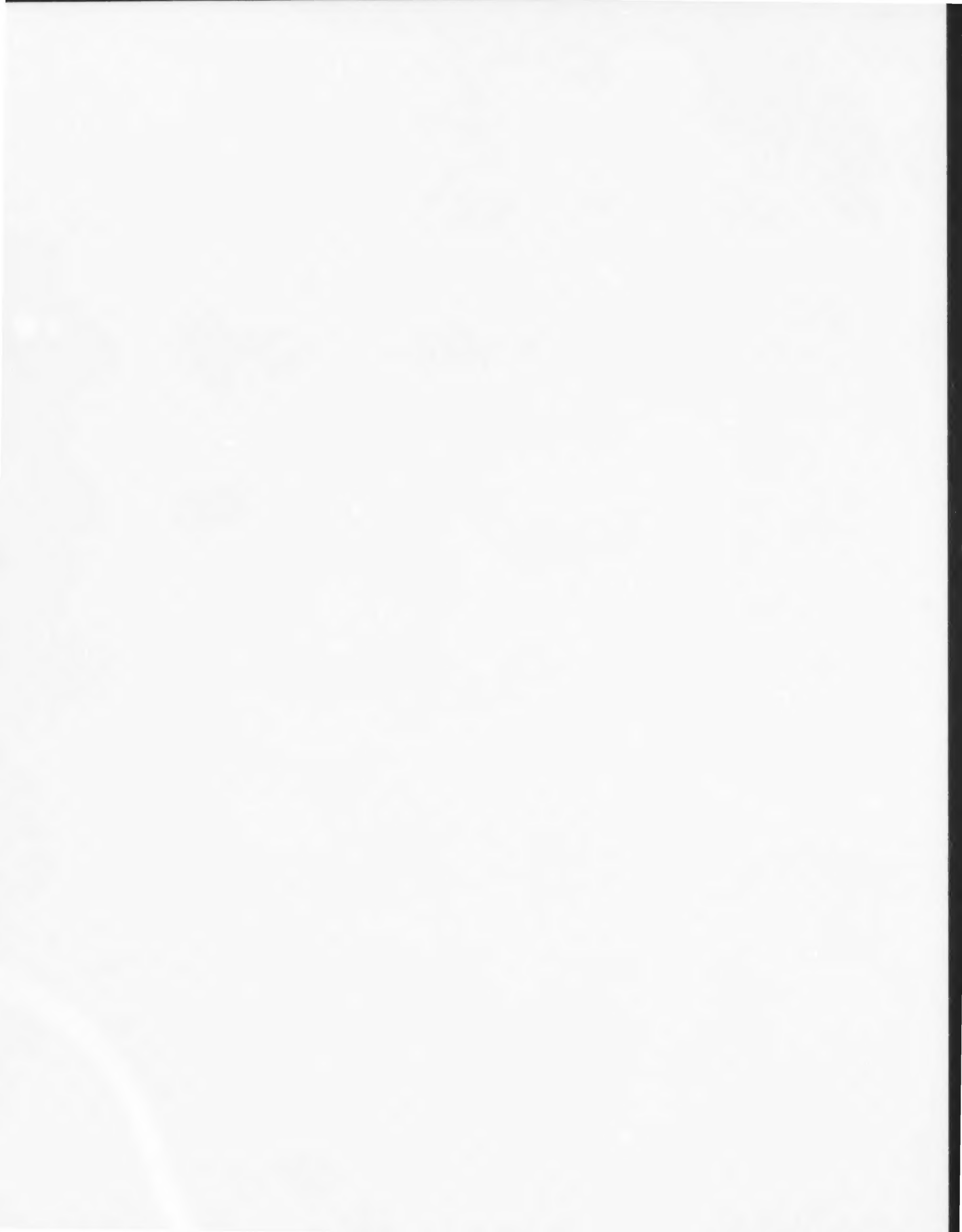
- Notes:
1. See comments on public satisfaction with education in other jurisdictions in text facing Display 1.1.
 2. See technical note on significant differences in survey results over time, Endnote B.

1.8 Percentage of School Board Plans Addressing Priorities for Improvement

	1997	1998
School Board Plans Received	100%	100%

Source: Regional Office Branch, Alberta Education

Note: Data for 1998 are final. Data for 1999 will not be available until late Fall 1999.



1.6 Percentage of Parents, Students and the Public Who Agree That High School Graduates Are Prepared for Work or Further Studies

Key Measure

	1995	1996	1997	1998	1999	Target 1999	Target 2001
Have the Knowledge and Skills to Get a Job							
Parents (of K-12 students)	---	46%	38%	43%	46%	55%	75%
High School Students	---	83%	85%	86%	85%	90%	90%
Public	---	38%	38%	43%	40%	45%	75%
Are Prepared to Enter Post-Secondary Education and Training							
Parents (of K-12 students) ¹	65%	70%	53%	49%	52%*	75%	75%
High School Students	88%	92%	88%	84%	86%	90%	90%
Public	60%	68%	52%	52%	52%*	75%	75%

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Notes:

1. The 13% decrease in parent satisfaction from 1995 to 1999 corresponds to a 2% increase in "Dissatisfied" respondents, and an 11% increase in respondents answering "Don't Know".
2. The survey question used between 1996 to 1999 was worded differently than in 1995. Such differences can affect responses and lead to different results. In 1995, respondents were asked whether "High school graduates are being taught the knowledge, skills and attitudes to..."
3. * Significant difference (1995→1999); see technical note on significant differences in survey results over time, Endnote B.

1.7 Percentage of Parents, Students and the Public Who Are Satisfied with the Quality of Education in Schools

Key Measure

	1995	1996	1997	1998	1999	Target 1999	Target 2001
Parents	89%	88%	89%	88%	87%	90%	90%
High School Students	94%	95%	97%	96%	94%	95%	95%
Public	--	--	--	70%	66%		

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Notes:

1. See comments on public satisfaction with education in other jurisdictions in text facing Display 1.1.
2. See technical note on significant differences in survey results over time, Endnote B.

1.8 Percentage of School Board Plans Addressing Priorities for Improvement

	1997	1998
Number of Reporting School Boards	62	60
School Board Plans Received	100%	100%
Percentage of Plans Identifying Local and/or Provincial Priorities for Improvement	89%	98%

Source: Regional Office Branch, Alberta Education

Note: Data for 1998 are final. Data for 1999 will not be available until late Fall 1999.

Goal 1

Education is focused on what students need to learn and students achieve high standards.

Desired Result: **Students achieve provincial and national learning standards, and perform well in international comparisons.**

Three measures are used to assess this result – achievement test results, diploma examination scores and students' performance on national and international tests.

Since 1995, students write provincial achievement tests annually in the subjects indicated in Display 1.9. The achievement test results for grades 3, 6 and 9 provide information on how well students are meeting provincial standards in the core academic subjects.

Results from grade 12 diploma examinations and the achievement tests administered in grades 3, 6 and 9 are reported in relation to the acceptable standard and the standard of excellence. A student achieving the acceptable standard in a specific grade shows an adequate understanding of the core knowledge and adequate basic

skills essential to that course. A student achieving the standard of excellence consistently shows a deeper understanding of the knowledge of the course – an ability to integrate information, and evaluate it from various points of view. The student shows a high level of proficiency with skills, applying knowledge in appropriate ways to new problems in the course.

Display 1.9 shows the **percentage of students writing** who achieved the standards, and Endnote C (page 76) shows the **percentage of all students** in grades 3, 6 and 9 who achieved the standards.

Provincially, at least 85 per cent of the students are expected to meet the acceptable standard and 15 per cent are expected to meet the standard of excellence on these tests.

1.9 Percentage of Students in Grades 3, 6 and 9 Who Wrote and Achieved the Standards on Provincial Achievement Tests

Key Measure

Subject	Standard ¹	1996	1997	1998	1999	Expectation
Grade 3						
Mathematics ²	excellence	—	—	21%	25%	15%
	acceptable	—	—	80%	85%	85%
Grade 6						
Mathematics ²	excellence	—	—	16%	17%	15%
	acceptable	—	—	81%	83%	85%
Social Studies	excellence	16%	17%	17%	18%	15%
	acceptable	78%	78%	78%	82%	85%
Grade 9						
Mathematics ²	excellence	—	—	14%	15%	15%
	acceptable	—	—	71%	72%	85%
Social Studies	excellence	15%	15%	14%	18%	15%
	acceptable	79%	81%	78%	80%	85%

Source: Alberta Education, Student Evaluation Branch

- Notes:**
1. The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
 2. In 1998, new standards were set for the mathematics tests to reflect the revised Alberta Program of Studies for K-9 mathematics. Consequently, results from prior years are no longer comparable.
 3. The new grade 6 science curriculum was optional in 1995/1996 and fully implemented in 1996/1997.



1.9 Percentage of Students in Grades 3, 6 and 9 Who Wrote and Achieved the Standards on Provincial Achievement Tests

Subject	Standard ¹	1996	1997	1998	1999	Expectation
Grade 3						
Language	excellence	20%	14%	15%	16%	15%
Arts	acceptable	86%	87%	86%	89%	85%
Mathematics ²	excellence	—	—	21%	25%	15%
	acceptable	—	—	80%	85%	85%
Grade 6						
Language	excellence	15%	15%	14%	17%	15%
Arts	acceptable	84%	84%	84%	84%	85%
Mathematics ²	excellence	—	—	16%	17%	15%
	acceptable	—	—	81%	83%	85%
Science ³	excellence	—	14%	19%	24%	15%
	acceptable	—	77%	80%	85%	85%
Social Studies	excellence	16%	17%	17%	18%	15%
	acceptable	78%	78%	78%	82%	85%
Grade 9						
Language	excellence	11%	11%	11%	12%	15%
Arts	acceptable	88%	87%	87%	88%	85%
Mathematics ²	excellence	—	—	14%	15%	15%
	acceptable	—	—	71%	72%	85%
Science	excellence	18%	16%	13%	15%	15%
	acceptable	81%	78%	78%	78%	85%
Social Studies	excellence	15%	15%	14%	18%	15%
	acceptable	79%	81%	78%	80%	85%

Source: Alberta Education, Student Evaluation Branch

- Notes:**
1. The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
 2. In 1998, new standards were set for the mathematics tests to reflect the revised Alberta Program of Studies for K-9 mathematics. Consequently, results from prior years are no longer comparable.
 3. The new grade 6 science curriculum was optional in 1995/1996 and fully implemented in 1996/1997.

Goal 1

Education is focused on what students need to learn and students achieve high standards.

Desired Result: **Students achieve provincial and national learning standards, and perform well in international comparisons (continued).**

Results on diploma examinations (Display 1.10) show how well students are meeting provincial standards as outlined in the Programs of Study.

Results are reported in relation to the acceptable standard and the standard of excellence. A student achieving the acceptable standard demonstrates that s/he has met the basic requirements of the course. A mark of 50 per cent represents the acceptable standard in a diploma course.

A mark of 80 per cent represents the standard of excellence and indicates that the student has demonstrated performance significantly beyond the minimum requirements of the course.

The diploma exam mark is worth 50 per cent of the final mark in a course; the school-awarded mark contributes the other 50 per cent.

Provincially, at least 85% of students are expected to meet the acceptable standard and at least 15% are expected to meet the standard of excellence on these exams.

The proportion of grade 12 students completing diploma examination courses varies from year to year and from school to school depending on course enrolments and student success in achieving course requirements. The table below shows the percentage of grade 12 students who received a final mark in each diploma examination course for the last four years.

Percentage of Grade 12 Students Completing Grade 12 Diploma Examination Courses

Subject	1995/1996	1996/1997	1997/1998	1998/1999
English 30	57%	56%	56%	55%
English 33	28%	29%	29%	29%
Social Studies 30	53%	52%	51%	50%
Social Studies 33	31%	33%	34%	34%
Mathematics 30	44%	43%	43%	43%
Mathematics 33	26%	27%	28%	27%
Biology 30	43%	42%	41%	39%
Chemistry 30	39%	38%	38%	37%
Physics 30	21%	22%	23%	22%
Science 30	3%	3%	3%	5%

Source: Alberta Education, Information Services

1.10 Percentage of Students Writing Grade 12 Diploma Examinations Who Achieved the Standards on the Exams

Key Measure

Subject	Standard	1994/ 1995	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999	Expectation
English 30	excellence	13%	16%	14%	14%	13%	15%
	acceptable	87%	92%	88%	88%	86%	85%
English 33	excellence	5%	7%	7%	8%	9%	15%
	acceptable	86%	86%	86%	88%	86%	85%
Social Studies 30	excellence	16%	18%	16%	17%	18%	15%
	acceptable	83%	84%	84%	84%	85%	85%
Social Studies 33	excellence		8%	7%	9%	11%	15%
	acceptable		83%	81%	84%	83%	85%
Mathematics 30	excellence	16%	19%	19%	23%	24%	15%
	acceptable	73%	74%	75%	82%	82%	85%
Mathematics 33	excellence		19%	18%	12%	12%	15%
	acceptable		79%	81%	73%	73%	85%
Biology 30	excellence	24%	18%	25%	25%	26%	15%
	acceptable	81%	77%	82%	81%	83%	85%
Chemistry 30	excellence	20%	18%	18%	20%	19%	15%
	acceptable	84%	81%	79%	86%	82%	85%
Physics 30	excellence	28%	26%	23%	30%	32%	15%
	acceptable	84%	80%	80%	86%	87%	85%
Science 30	excellence		10%	10%	11%	17%	15%
	acceptable		79%	81%	83%	88%	85%

Source: Alberta Education, Information Services

- Notes:**
1. The procedures for calculating these summary data were changed slightly for 1999 to give a more accurate representation of provincial, school authority and school results. The key change is that the data used to produce the diploma exam summary tables now come from the Student Record System (SRS) database instead of the database maintained by the Student Evaluation Branch. Since the SRS database is updated when marks change due to appeals and when late school-awarded marks are received, data for prior years in the current year's provincial summary report may change slightly to reflect results of appeals and late receipt of information.
 2. The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
 3. January, June and August results are included for each school year in all subjects.
 4. November and April results were included for the first time in 1996/1997.
 5. Because students can choose different courses to complete their high school diplomas, only part of the grade 12 class writes each diploma examination.

Goal 1

Education is focused on what students need to learn and students achieve high standards.

Desired Result: **Students achieve provincial and national learning standards, and perform well in international comparisons (continued).**

Results on diploma examinations (Display 1.10) show how well students are meeting provincial standards as outlined in the Programs of Study.

Results are reported in relation to the acceptable standard and the standard of excellence. A student achieving the acceptable standard demonstrates that s/he has met the basic requirements of the course. A mark of 50 per cent represents the acceptable standard in a diploma course.

A mark of 80 per cent represents the standard of excellence and indicates that the student has demonstrated performance significantly beyond the minimum requirements of the course.

The diploma exam mark is worth 50 per cent of the final mark in a course; the school-awarded mark contributes the other 50 per cent.

Provincially, at least 85% of students are expected to meet the acceptable standard and at least 15% are expected to meet the standard of excellence on these exams.

The proportion of grade 12 students completing diploma examination courses varies from year to year and from school to school depending on course enrolments and student success in achieving course requirements. The table below shows the percentage of grade 12 students who received a final mark in each diploma examination course for the last four years.

Percentage of Grade 12 Students Completing Grade 12 Diploma Examination Courses

Subject	1995/1996	1996/1997	1997/1998	1998/1999
English 33	28%	29%	29%	29%
Social Studies 33	31%	33%	34%	34%
Mathematics 33	26%	27%	28%	27%
Chemistry 30	39%	38%	38%	37%
Science 30	3%	3%	3%	5%

Source: Alberta Education, Information Services

1.10 Percentage of Students Writing Grade 12 Diploma Examinations Who Achieved the Standards on the Exams

Key Measure

Subject	Standard	1994/ 1995	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999	Expectation
English 33	excellence	5%	7%	7%	8%	9%	15%
	acceptable	86%	86%	86%	88%	86%	85%
Social Studies 33	excellence		8%	7%	9%	11%	15%
	acceptable		83%	81%	84%	83%	85%
Mathematics 33	excellence		19%	18%	12%	12%	15%
	acceptable		79%	81%	73%	73%	85%
Chemistry 30	excellence	20%	18%	18%	20%	19%	15%
	acceptable	84%	81%	79%	86%	82%	85%
Science 30	excellence		10%	10%	11%	17%	15%
	acceptable		79%	81%	83%	88%	85%

Source: Alberta Education, Information Services

- Notes:**
1. The procedures for calculating these summary data were changed slightly for 1999 to give a more accurate representation of provincial, school authority and school results. The key change is that the data used to produce the diploma exam summary tables now come from the Student Record System (SRS) database instead of the database maintained by the Student Evaluation Branch. Since the SRS database is updated when marks change due to appeals and when late school-awarded marks are received, data for prior years in the current year's provincial summary report may change slightly to reflect results of appeals and late receipt of information.
 2. The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
 3. January, June and August results are included for each school year in all subjects.
 4. November and April results were included for the first time in 1996/1997.
 5. Because students can choose different courses to complete their high school diplomas, only part of the grade 12 class writes each diploma examination.

Goal 1

Education is focused on what students need to learn and students achieve high standards.

Desired Result: Students achieve provincial and national learning standards, and perform well in international comparisons (continued).

Students' performance on national and international tests is one way of showing progress towards the goal of ensuring that education is focused on what students need to know and that students achieve high standards.

Samples of Alberta students participate annually in the School Achievement Indicators Program (SAIP) conducted by the Council of Ministers of Education, Canada (CMEC). In 1998, the assessment was in reading and writing.

The SAIP tests are designed to measure cross Canada learning expectations. Representative samples of 13- and 16-year-old students in each province and territory are tested. Results for Alberta and Canada are expressed in terms of the percentage of students in each age group performing at or above the standards (Display 1.11).

Endnote C provides detailed data for this indicator.

Achievement is described in relation to five levels, representing a continuum of reading and writing skills acquired by students over the entire elementary and secondary school experience. Level Two is the standard for students who are age 13, and Level Three is the standard for students who are age 16.

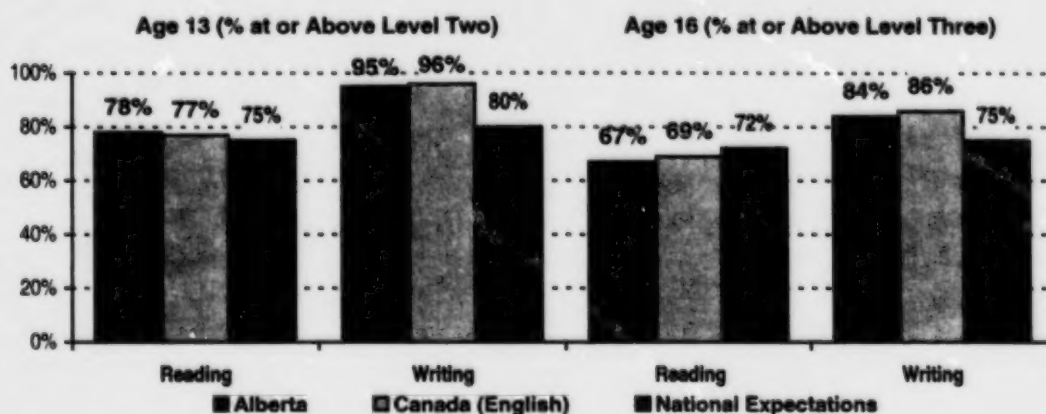
In 1995, a sample of Canadian students aged 9 and 13, and those in their last year of secondary school, participated in the Third International Mathematics and Science Study (TIMSS). Results (per cent correct) for Alberta, Canada and other Group of Eight¹ countries are shown in Display 1.12. Endnote C provides detailed data for this indicator.

Results for a repeat study for grade 8 students, conducted in 1999, will be available in 2000.

Note: "Group of Eight" countries are the world's largest economies.



1.11 The School Achievement Indicators Program (SAIP): 1998 Reading and Writing Assessment - Percentage of Students Achieving Expectations



Source: Council of Ministers of Education, Canada 1998

Note: Results are reported in relation to five levels of achievement. Level Two is the standard for age 13 and Level Three is the standard for age 16.

1.12 Selected Results for Alberta, Canada and Group of Eight Countries on the 1995 Third International Mathematics and Science Study (TIMSS)¹

Country/ Province	Population One: (Grade Four)		Population Two: (Grade Eight)		Population Three (Senior Secondary): ²		
	Math	Science	Math	Science	Advanced Math (Top 5%)	Physics (Top 5%)	Literacy (MSL) ³
CANADA	=	★	★	★	★	=	★
ALBERTA	★	★	★	★	★	=	★
England	↓	★	=	★			
France			★	↓	★	↓	=
Germany			=	★	↓	=	=
Italy					↓		↓
Japan	★	★	★	★			
Russia			★	★	★	=	↓
United States	★	★	↓	★	↓	↓	↓

Legend: ★ Significantly higher than the international average
 = Essentially the same as the international average
 ↓ Significantly lower than the international average
 Blank cells indicate where countries did not participate in particular tests.

Source: TIMSS-Canada Report (The Third International Mathematics and Science Study). Volume 4: Senior Secondary: Executive Summary, 1998

Notes: 1. Performance of Alberta, Canada and other Group of Eight countries at three population levels.
 2. Population Three is the final year of high school (Grade 12 in Alberta).
 3. MSL: Math and Science Literacy.

Goal 1

Education is focused on what students need to learn and students achieve high standards.

Goal Summary

Desired Results

Alberta's education system has high learning standards.

Students learn what they need to know.

School authorities use performance measure results to improve education.

Progress Toward Desired Results

Intermediate: Most parents and a substantial proportion of the public agree that students are learning what they need to know. An increasing proportion of both parents and the public agree that learning expectations are "about right." Alberta's learning standards continue to be viewed more positively by parents than by the public.

Intermediate: Although employment opportunities for Alberta youth have improved in recent years, the percentage of students completing high school within six years of entering grade 9 was 70 per cent, up slightly from previous years. However, many parents and the public do not agree that high school graduates have the knowledge and skills to get a job. Parents' uncertainty about students' readiness to enter post-secondary education has increased. Students continue to be more positive about their preparation for work or post-secondary education than parents and the public.

Intermediate: Overall satisfaction with the quality of education remains high among parents and students. Although satisfaction is lower among the public, it is high relative to public satisfaction elsewhere (see comments on public satisfaction with education in other jurisdictions on page 26).

Extensive: Almost all school authority plans address priorities for improvement. Additional time is needed to assess how well planned improvements are achieved.

Goal Summary (continued)

Desired Results

Students achieve provincial and national learning standards, and perform well in international comparisons.

Progress Toward Desired Results

Intermediate: Results of 1999 provincial achievement tests in grades 3, 6 and 9 indicate improved performance in half of the tests and constant performance in the remainder. In the grade 12 diploma examinations, a high percentage of students are meeting the standards.

The results of provincial assessments, together with the results from the SAIP and TIMSS studies, suggest that our standards are high and that Alberta students are achieving expectations.

Alberta's results for 13-year-olds at Level Two or higher and 16-year-olds at Level Three or higher on the 1998 SAIP reading and writing assessment are comparable to those for Canada (English) as a whole. The performance of Alberta 13 year olds was comparable to national expectations for reading and well above national expectations for writing. The performance of Alberta 16 year olds was below national expectations in reading and above national expectations in writing.

On the 1995 TIMSS assessment, Alberta's results were significantly higher than the international average on six of the seven math and science tests at the three grade levels, placing Alberta's performance among the best of the "Group of Eight" countries.

Conclusion

Although there is room for improvement, many Alberta students are achieving the high standards set for them provincially and nationally, and do well on international assessments.

Goal 2

Education in Alberta is responsive to students, parents and communities.

Desired Result: Parents, business and the community have meaningful roles in education.

One way for parents and community members to be involved in education is to participate in making decisions about education in their local schools.

Having the opportunity to influence how schools are run and the education students receive often increases parents' and community members' satisfaction with the education system.

Parents and members of the public were asked how satisfied they were with "the opportunity to be involved in decisions at schools in your community". They were also asked the extent of their actual involvement in decisions at schools in their community. Display 2.1 shows the percentage of parents and the public who were satisfied or very satisfied with their opportunity for involvement, and the percentage actually involved "some" or "a lot" in decisions.

Desired Result: Parents, business and the community have meaningful roles in education.

Collaborative efforts with employers and community members throughout students' schooling help them learn how education will make a difference after graduation. In particular, schools and school boards are working with employers to help students in the transition from high school to the workplace.

Participation of students and schools in work experience is one indicator of business/community involvement. Display 2.2 shows that the number of work experience course completions and the number of schools offering work experience courses increased substantially from 1993/1994 to 1997/1998.

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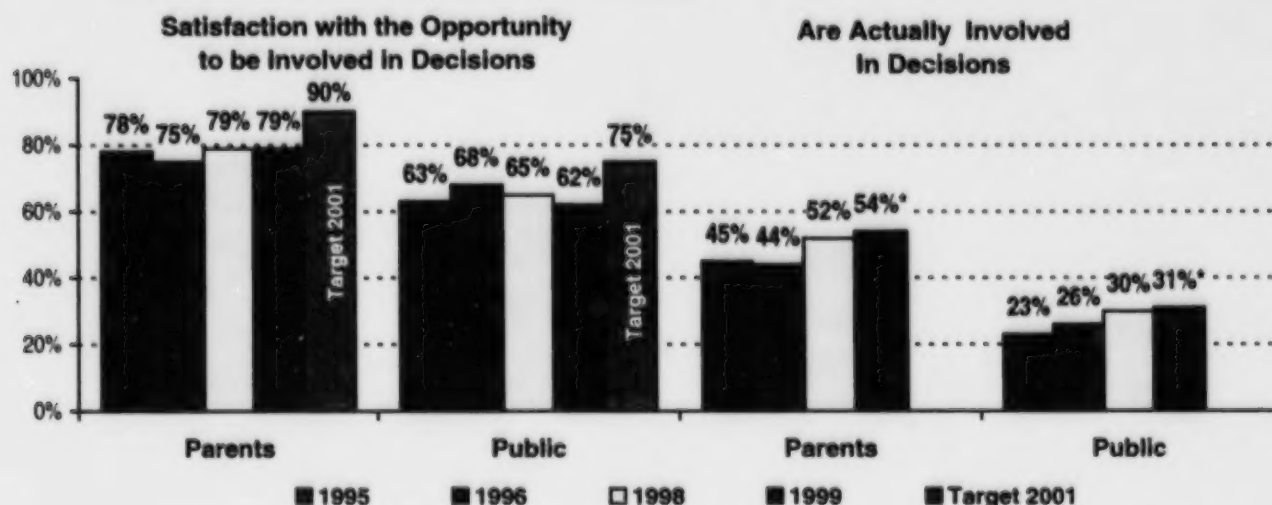
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2.1 Percentage of Parents and Public Who Are Satisfied with the Opportunity to be Involved in, and their Actual Involvement in Decisions at Schools in Their Community



Source: Environics West Surveys 1995, 1996; The Advisory Group Surveys 1998, 1999

- Notes:**
1. This question was not asked in the 1997 surveys.
 2. * Significant difference (1995→1999). See technical note on significant differences in survey results over time, Endnote B.

2.2 Involvement of Students and Schools in Work Experience Courses

	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998
Number of Schools	311	331	365	383	419

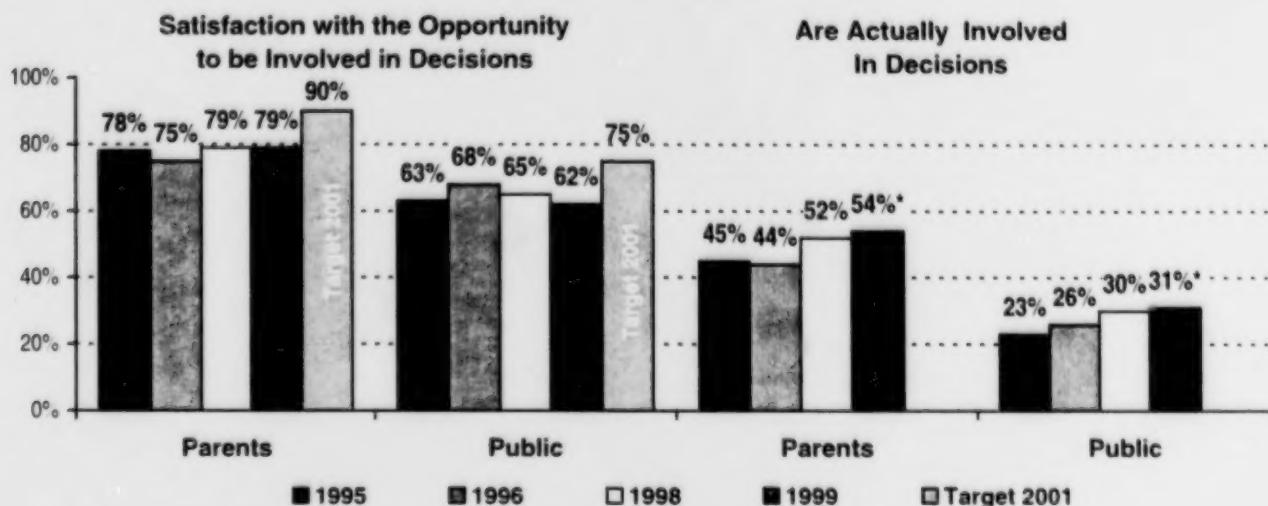
Source: Alberta Education, Education Information Services

- Notes:**
1. Students may complete a course more than once in a school year. Therefore, the number of course completions does not necessarily equal the number students who have completed courses. A course completion indicates that a final mark was assigned, but does not indicate what the final mark was or whether credits were awarded. A course completion does not mean that the student passed the course.
 2. Historical data have been revised to include data from some jurisdictions which are no longer active.



2.1 Percentage of Parents and Public Who Are Satisfied with the Opportunity to be Involved in, and their Actual Involvement in Decisions at Schools in Their Community

Key Measure



Source: Environics West Surveys 1995, 1996; The Advisory Group Surveys 1998, 1999

Notes: 1. This question was not asked in the 1997 surveys.

2. * Significant difference (1995→1999). See technical note on significant differences in survey results over time. Endnote B.

2.2 Involvement of Students and Schools in Work Experience Courses

	1993/1994	1994/1995	1995/1996	1996/1997	1997/1998
Number of Course Completions ^{1,2}	11,838	14,021	15,229	16,206	17,293
Number of Schools	311	331	365	383	419

Source: Alberta Education, Education Information Services

- Notes: 1. Students may complete a course more than once in a school year. Therefore, the number of course completions does not necessarily equal the number students who have completed courses. A course completion indicates that a final mark was assigned, but does not indicate what the final mark was or whether credits were awarded. A course completion does not mean that the student passed the course.
2. Historical data have been revised to include data from some jurisdictions which are no longer active.

Goal 2

Education in Alberta is responsive to students, parents and communities.

Desired Result: **Parents and students can choose schools and programs within the public education system.**

A degree of choice better enables the education system to meet the needs of a diverse society. A number of steps have been taken so parents can choose schools and programs for their children. Since 1995/1996, students have been eligible to attend any public, separate or francophone school they wish, as long as the school of choice has met the enrolment needs of local students. As well, parents may enrol their children in charter schools, private schools, schools with alternative calendars or home schooling.

Display 2.3 outlines the number and percentage of students registered in selected program and delivery choices offered in the public education system. Also shown is the number of school authorities that offer each of these choices.

In addition to school and program choices, senior high school students can choose from an extensive selection of courses as well.

The student is the focus of all activities in the education system: legislation, policies and practices affecting all levels must support the efforts of communities to ensure school programs and services respond to the unique needs of each child.

Parents, students and members of the public were asked how satisfied they were with "the responsiveness of the education system to your needs and expectations". Display 2.4 shows the percentage of parents, students and the public who are very satisfied or satisfied.

2.3 Selected Delivery Choices Within the Public Education System^{1,2}

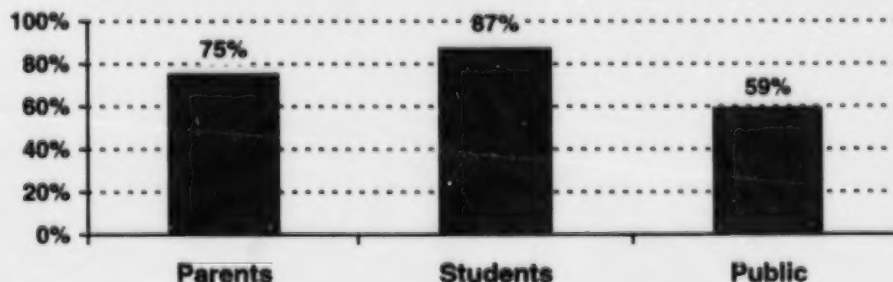
	Year	Number of Students	Per cent of Students ¹	School Authorities
School with alternative calendars ³	1996/1997 ³	—	—	—
	1997/1998 ³	—	—	—
Outreach schools	1996/1997 ³	—	—	—
	1997/1998 ³	—	—	—
Charter Schools	1996/1997	1,467	0.3%	8
	1997/1998	2,133	0.4%	11
	1998/1999	1,720	0.3%	9
Virtual schools/programs ⁴	1996/1997	595	0.1%	9
	1997/1998	1,699	0.3%	16
Home Education including Blended Programs	1996/1997	5,889	1.1%	61
	1997/1998	5,788	1.1%	60

Source: Alberta Education, Education Information Services

Notes:

- 1 Includes public, separate, Francophone and charter authorities with a total of 545,992 students in 1998/1999. An additional 35,731 students were enrolled in private ECS programs, private schools (grades 1 to 12) and other ECS to grade 12 providers in 1998/1999. See Endnote C for additional information.
- 2 Beginning in 1998/1999, data are collected through the Student Information System. While these data are more accurate (due to more precise definitions and mutually exclusive categories), data from prior years are no longer directly comparable.
- 3 Some schools have altered their calendars to help improve learning or achieve efficiencies. Examples include the four day week, year round education, and the Copernican semester system.
- 4 Students also registered in a home education program are excluded from this count.

2.4 Percentage of Parents, Students the Public Satisfied with the Responsiveness of the Education System to their Needs and Expectations



New Indicator

Source: The Advisory Group Surveys, 1999

Note: See technical note on significant differences in survey results over time, Endnote B.



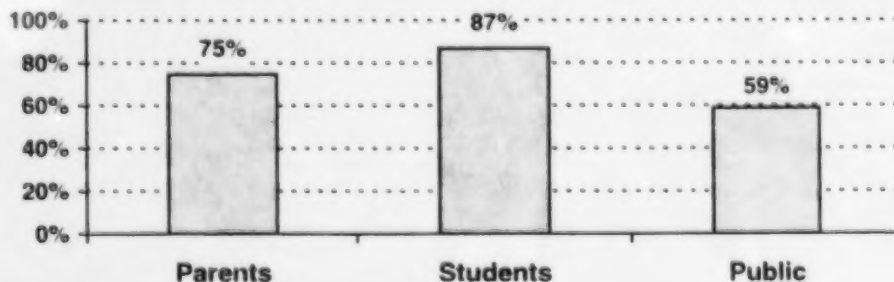
2.3 Selected Delivery Choices Within the Public Education System^{1,2}

	Year	Number of Students	Per cent of Students ¹	School Authorities
School with alternative calendars ³	1996/1997 ³	—	—	—
	1997/1998 ³	—	—	—
	1998/1999	39,905	7.3%	24
Outreach schools	1996/1997 ³	—	—	—
	1997/1998 ³	—	—	—
	1998/1999	3,456	0.6%	29
Charter Schools	1996/1997	1,467	0.3%	8
	1997/1998	2,133	0.4%	11
	1998/1999	1,720	0.3%	9
Virtual schools/programs ⁴	1996/1997	595	0.1%	9
	1997/1998	1,699	0.3%	16
	1998/1999	3,621	0.7%	26
Home Education including Blended Programs	1996/1997	5,889	1.1%	61
	1997/1998	5,788	1.1%	60
	1998/1999	4,687	0.9%	58

Source: Alberta Education, Education Information Services

- Notes:
1. Includes public, separate, Francophone and charter authorities with a total of 545,992 students in 1998/1999. An additional 35,731 students were enrolled in private ECS programs, private schools (grades 1 to 12) and other ECS to grade 12 providers in 1998/1999. See Endnote C for additional information.
 2. Beginning in 1998/1999, data are collected through the Student Information System. While these data are more accurate (due to more precise definitions and mutually exclusive categories), data from prior years are no longer directly comparable.
 3. Some schools have altered their calendars to help improve learning or achieve efficiencies. Examples include the four day week, year round education, and the Copernican semester system.
 4. Students also registered in a home education program are excluded from this count.

2.4 Percentage of Parents, Students the Public Satisfied with the Responsiveness of the Education System to their Needs and Expectations



*New
Indicator*

Source: The Advisory Group Surveys, 1999

Note: See technical note on significant differences in survey results over time, Endnote B.

Goal 2

Education in Alberta is responsive to students, parents and communities.

Desired Result: Schools provide a safe and caring environment for students.

In order for students to maximize their potential, it is important to provide the very best learning environment for all students. The Safe and Caring Schools Initiative was implemented to ensure that our schools are safe and caring by helping teachers, students and parents develop the knowledge, skills and support they need to deal with and prevent conflict and violence.

Parent and student perceptions are key indicators of the extent to which schools provide a safe and caring environment for students. In the 1999 Advisory Group Surveys, parents and students were asked if they agreed that "your school provides a safe environment", and that "your school provides a caring environment". Display 2.5 shows the percentage of parents and students who strongly agreed or agreed with each of these statements.

Goal Summary

Desired Results

Parents, business and the community have meaningful roles in education.

Parents and students can choose schools and programs within the public education system.

Schools provide a safe and caring environment for students.

Progress Toward Desired Results

Intermediate: Most parents are satisfied with their opportunity to be involved, and over half are involved, in decisions at local schools. The public is less satisfied than parents with their opportunity to be involved, but nearly one-third of the public are actually involved in decisions at local schools. The number of work experience course completions and the number of schools offering these courses continue to increase.

Extensive: A substantial number of school jurisdictions in the public education system offer the selected program and/or delivery choices for their students identified in Display 2.3. Just 10 per cent of Alberta students are registered in these options.

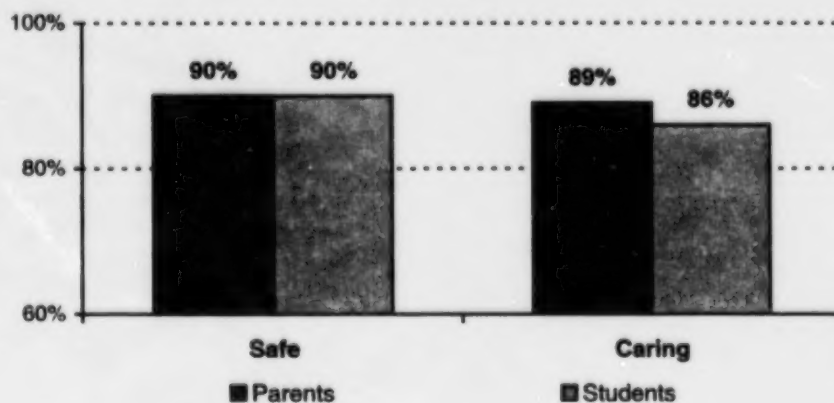
(New Measure: No progress rating assigned.) Both parents and students expressed high levels of agreement that schools are safe and caring.

Conclusion

The public education system offers a substantial number of program and delivery choices for students. Business and other community members are contributing to education by providing work experience opportunities for students. Parents are more satisfied than the public with opportunities for and involvement in decisions at local schools. Schools are perceived to be a safe and caring environment for learning.

2.5 Percentage of Parents and Students Who Agree That Their School Provides a Safe and Caring Environment

*New
Indicator*



Source: The Advisory Group Surveys, 1999

Note: See technical note on significant differences in survey results over time, Endnote B.

Goal 3

Students have access to the support services they require.

Desired Result: Services for children are co-ordinated at the provincial and local levels.

Progress toward achieving the desired result was measured by asking parents of children with severe special needs about their satisfaction with the services provided for their children. The types of services that students with special needs may receive are listed in Endnote C.

In 1998 and 1999, The Advisory Group conducted telephone surveys of parents of ECS to grade 12 children with severe special needs. The mail survey used from 1995 to 1997 was repeated in 1998 and the results are presented in Endnote B.

Parents of children with severe needs were asked about their overall satisfaction with the services their child is receiving, and with their involvement in the provision of services for their child.

As well, they were asked about accessibility, effectiveness, efficiency and relevance of the services provided for their child:

- accessibility – services are easy to access, are arranged quickly
- effectiveness – services are needed, are beneficial
- efficiency – time spent with child is appropriate, service providers work together
- relevance – services are appropriate

Display 3.1 reports the percentage of parents of children with severe special needs who were satisfied or very satisfied (overall, and with parental involvement) and who agreed or strongly agreed with statements about the accessibility, effectiveness, efficiency and relevance of services provided for their child.

Goal Summary

Desired Results

Services for children are co-ordinated at the provincial and local levels.

Progress Toward Desired Results

Intermediate: In 1999, parents of children with severe needs reported 78 per cent satisfaction with services overall, and high satisfaction levels in most other areas. Parent satisfaction with accessibility of services for their children was somewhat lower (76 per cent, 74 per cent and 66 per cent respectively for each statement) than overall satisfaction for 1999. Although not directly comparable to 1998 data, satisfaction with accessibility of services in 1999 appears to have improved over 1998.

Conclusion

Parents of children with severe special needs are positive about services provided for their children in schools. Parents indicate work is needed to improve accessibility of services. Co-ordination of services at the provincial and local levels is one of the priorities of the Alberta Children's Initiative announced in November, 1998.

3.1 Percentage of Parents of Children with Severe Special Needs who are Satisfied with Services for their Child



	1998	1999	Target 1999	Target 2001
Overall				
Overall, how satisfied are you with the services your child is receiving in his/her school?	79%	78%	80%	85%
Parent Involvement				
How satisfied are you with your involvement in the provision of services for your child?	83%	83%		
Access				
It was easy to access services for my child.	52%	76% ²		
My child receives the support services he/she needs to be successful in school		74%		
Services for my child were arranged quickly.	62%	66%		
Effectiveness				
My child needs services to be able to attend school.	91%	85%*		
My child is benefiting from the services being provided.	84%	85%		
Efficiency				
The people providing services spend the right amount of time with my child.	69%	70%		
The people providing services to my child work well together.	85%	84%		
Relevance				
The types of services my child receives are appropriate for my child.	77%	77%		

Source: The Advisory Group Surveys 1998, 1999

- Notes:**
1. See Endnote B for a comparison of the 1998 Mail and Telephone surveys, and the results of the Mail Surveys (used from 1995 to 1997).
 2. Presentation of the survey question to respondents differed slightly from 1998 to 1999. In 1998, all respondents were simply asked if they agreed with the statement "It was easy to access services for my child". In 1999, respondents were asked if they agreed with the same statement, but in relation to specific services their child received. As many children with special needs access multiple services, some parents gave multiple responses (one response for each service their child accessed). The proportion of parents who agreed or strongly agreed in 1999 that it was easy to access services for their child is an aggregate figure incorporating multiple responses from some parents. Endnote B provides the detailed responses on satisfaction with ease of access to specific services received.
 3. * Significant difference: (1998→1999). See technical note on significant differences in survey results over time, Endnote B.

Goal 4

Teaching in Alberta consistently is of high quality.

Desired Result: Teachers know the Alberta curriculum and have the skills and knowledge needed to provide students with the best possible opportunity to learn.

An important source of information is parent satisfaction with teachers' use of a variety of strategies to help students learn. Parents were asked, "Thinking about your child's teachers, would you strongly agree, agree, disagree, or strongly disagree that teachers use teaching methods that

help children learn?" High school students were asked to what extent they agreed that "teachers use a variety of approaches to meet your learning needs." Display 4.1 shows the per cent of respondents who agree or strongly agree with each of these statements.

Desired Result: Teachers help students achieve provincial learning expectations and high standards.

Teachers are expected to help students achieve learning expectations and high standards using many aspects of the teaching-learning process. Parents were asked several questions about whether their child's teachers

communicate clearly and help students to achieve learning expectations and high standards. Students also were asked if their teachers help them achieve learning expectations and high standards (Display 4.1).

Goal Summary

Desired Results

Teachers know the Alberta curriculum and have the skills and knowledge needed to provide students with the best possible opportunity to learn.

Teachers help students achieve provincial learning expectations and high standards.

Progress Toward Desired Results

Intermediate: There was a high level of agreement (more than 80 per cent) from parents and students that teachers use a variety of approaches to help improve student learning. While satisfaction levels are high, they are still below the targets.

Intermediate: Parents' agreement that their child's teachers clearly communicate to students what they are expected to learn has increased slightly to 82 per cent, but is still below the target.

Parents' and students' agreement that teachers help students achieve learning expectations was high, 84 per cent and 90 per cent respectively.

Parents' agreement that teachers help students achieve high standards was somewhat lower, and students' agreement that teachers help them achieve high standards decreased from 1998 to 1999.

Conclusion

Parents and students continue to express high levels of satisfaction with the quality of teaching provided to students.

IMPORTANT NOTE CONCERNING THE FOLLOWING PAGES

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4.1 Percentage of Parents and High School Students Who Agree That Teachers Help Improve Student Learning

Key Measure

	1995	1996	1997	1998	1999	Target 1999	Target 2001
Appropriate Strategies							
Parents: Teachers use teaching approaches to help their children	—	82%	86%	83%	83%	90%	90%
High School Students: Teachers use a variety of approaches to meet their learning needs	82%	87%	88%	81%	83%	90%	90%
Learning Expectations and High Standards							
Parents: Teachers help students achieve learning expectations	—	—	82%	83%	84%	90%	90%
Parents: Teachers help students achieve high standards	—	—	74%	78%	76%	90%	90%
High School Students: Teachers help students achieve high standards	—	—	—	80%	83%	90%	90%

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Note: * Significant difference: 1998→1999. See technical note on significant differences in survey results over time, Endnote B.

4.1 Percentage of Parents and High School Students Who Agree That Teachers Help Improve Student Learning

Key Measure

	1995	1996	1997	1998	1999	Target 1999	Target 2001
Appropriate Strategies							
Parents: Teachers use teaching methods that help their children learn	—	82%	86%	83%	83%	90%	90%
High School Students: Teachers use a variety of approaches to meet their learning needs	82%	87%	88%	81%	83%	90%	90%
Learning Expectations and High Standards							
Parents: Teachers clearly communicate to students what they are expected to learn	—	79%	81%	81%	82%	90%	90%
Parents: Teachers help students achieve learning expectations	—	—	82%	83%	84%		
High School Students: Teachers help students achieve learning expectations	—	—	—	—	90%		
Parents: Teachers help students achieve high standards	—	—	74%	78%	76%		
High School Students: Teachers help students achieve high standards	—	—	—	88%	83%*		

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Note: * Significant difference: 1998→1999. See technical note on significant differences in survey results over time, Endnote B.

Goal 5

Information technology is integrated into education to enhance student learning, and increase efficiency and flexibility of delivery.

Desired Result: Students have information technology knowledge, skills, and attitudes needed for K-12 learning, post-secondary studies and the workplace.

One way to assess the achievement of this result is to ask students and parents whether "school helps them/their child improve their computing skills 'some' or 'a lot.'"
The results are shown in Display 5.1.

Display 5.2 shows the per cent of students and parents who were satisfied or very satisfied with their/their child's access to computers in school.

Desired Result: Teachers integrate information technology into instruction and management of student learning.

The ratio of students per classroom computer is one indicator of the extent to which information technology is being integrated into the instructional process. The aggregate provincial ratio of students per modern classroom computer in the 1997/1998 school year was 8.6 to 1. Modern classroom computers are computers that are less than five years old. Lower ratios indicate more computers are available to students in the classroom.

Display 5.3 shows the distribution of jurisdictions that have ratios above, below or within ± 1 of the aggregate provincial ratio. Also included is the distribution of students enrolled in school jurisdictions with ratios above, below or within ± 1 of the provincial ratio.

An additional indicator of this desired result is the increase in enrolment in virtual schools/programs – from 595 in 1996/1997 to 3,621 in 1998/1999 (see Display 2.3).

Goal Summary

Desired Results

Students have information technology knowledge, skills, and attitudes needed for K-12 learning, post-secondary studies and the workplace.

Teachers integrate information technology into instruction and management of student learning.

Progress Toward Desired Results

Intermediate: More students and parents are satisfied with the help schools provide to improve students' computing skills. A large proportion of students is satisfied with their access to computers in school.

Intermediate: Funding provided to school jurisdictions has improved the technology environments available for teaching and learning in schools. More students are enrolling in virtual learning environments.

Conclusion

The public education system continues to integrate information technology and learning outcomes into the classroom. Parent and student satisfaction with the learning of computer skills has shown significant improvement, as teachers integrate information technology into instruction.

5.1 Percentage of Students and Parents Who Report that School Helps Them/Their Child Improve their Computing Skills "Some" or "A Lot"

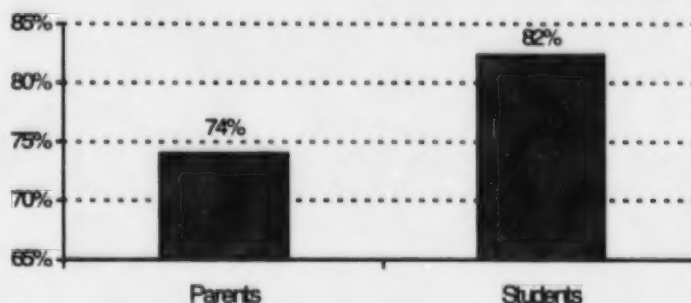
Key Measure

	1995	1996	1997	1998	1999	Target 1999	Target 2001
Students	62%	65%	62%	64%	70%*	80%	80%

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Note: * Significant difference (1995→1999); see technical note, Endnote B.

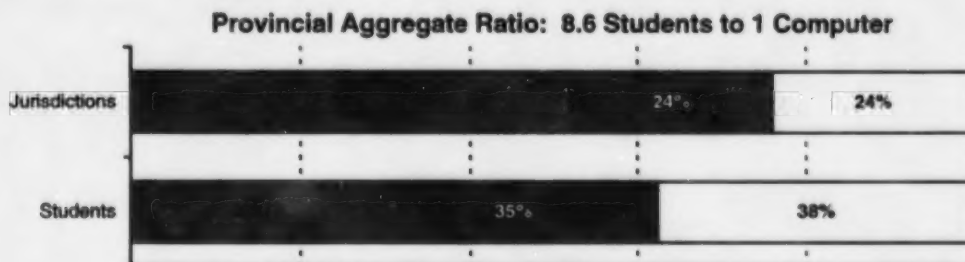
5.2 Percentage of Parents and Students Who Are Satisfied With Their Child's Access to Computers in School



Source: The Advisory Group Surveys 1999

Note: See technical note on significant differences in survey results, Endnote B.

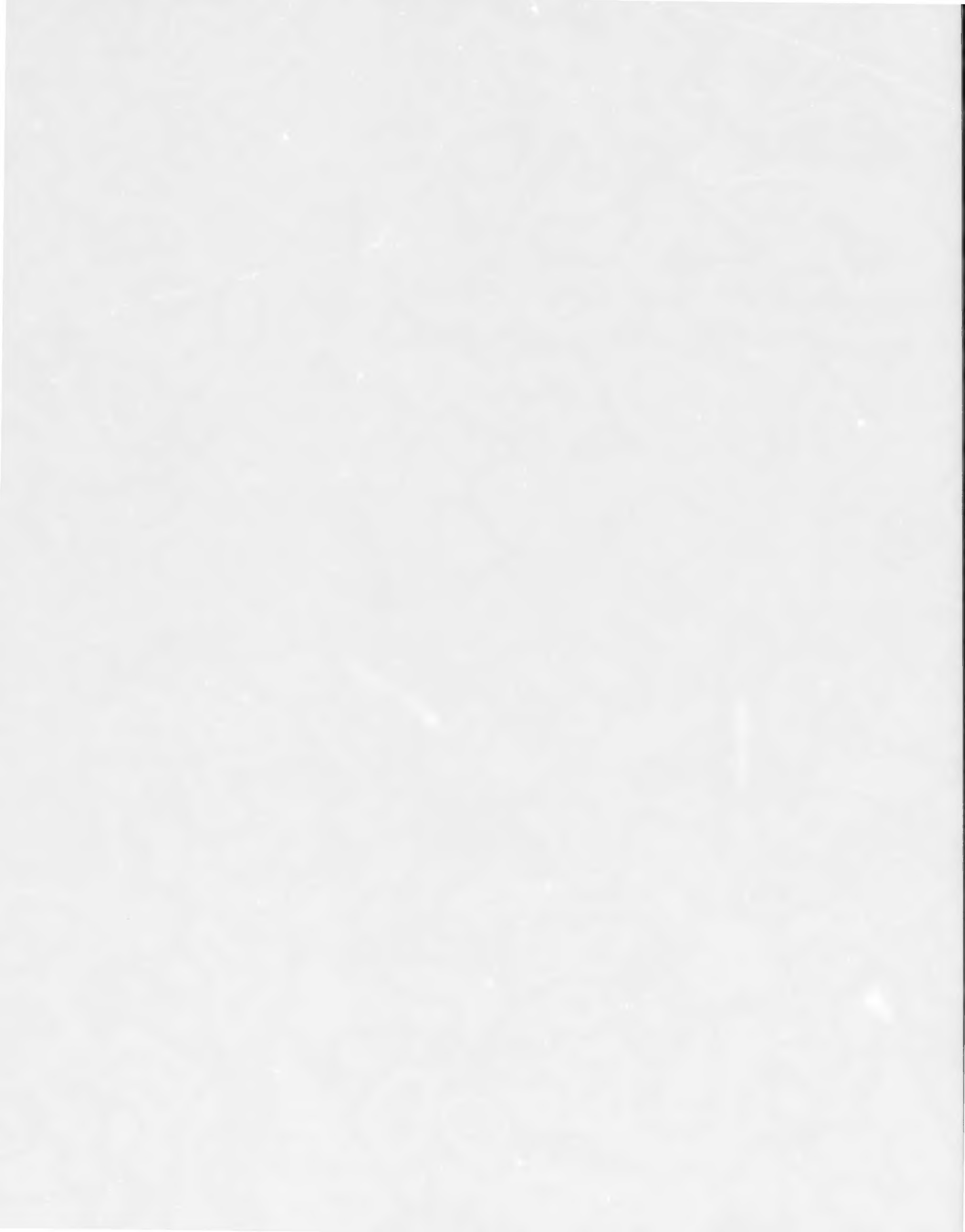
5.3 Distribution of Jurisdictions and Students Relative to the Provincial Aggregate Ratio of Students to Modern Computers (1997/1998 School Year)



Students to Computer Ratio ■ less than 7.6:1 ■ between 7.6:1 and 9.6:1 □ more than 9.6:1

Source: School Technology Task Group, Alberta Education

- Notes:
1. Data are from Schedule 1 of the Management Information Reporting Schedules tabled in June 1998.
 2. Lower ratios indicate greater student accessibility to classroom computers.
 3. Percentages may not add to 100% due to rounding.
 4. Based on final reports from 62 jurisdictions. Excludes charter schools.



5.1 Percentage of Students and Parents Who Report that School Helps Them/Their Child Improve their Computing Skills "Some" or "A Lot"

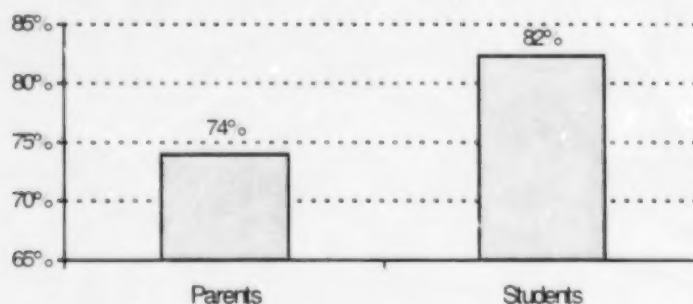
Key Measure

	1995	1996	1997	1998	1999	Target 1999	Target 2001
Parents	--	--	--	67%	80%*	80%	
Students	62%	65%	62%	64%	70%*	80%	80%

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Note: * Significant difference (1995→1999); see technical note, Endnote B.

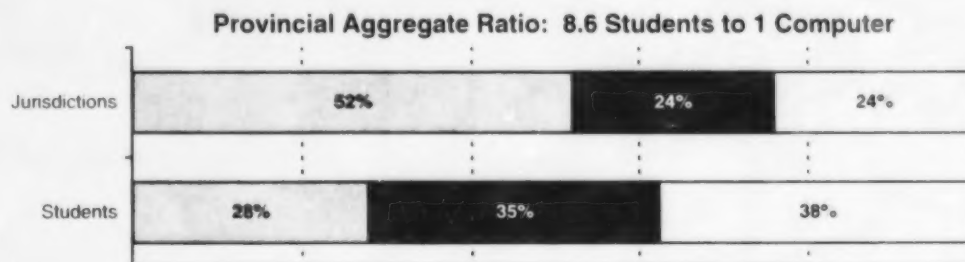
5.2 Percentage of Parents and Students Who Are Satisfied With Their Child's Access to Computers in School



Source: The Advisory Group Surveys 1999

Note: See technical note on significant differences in survey results, Endnote B.

5.3 Distribution of Jurisdictions and Students Relative to the Provincial Aggregate Ratio of Students to Modern Computers (1997/1998 School Year)



Students to Computer Ratio □ less than 7.6:1 ■ between 7.6:1 and 9.6:1 □ more than 9.6:1

Source: School Technology Task Group, Alberta Education

Notes: 1. Data are from Schedule 1 of the Management Information Reporting Schedules tabled in June 1998.

2. Lower ratios indicate greater student accessibility to classroom computers.

3. Percentages may not add to 100% due to rounding.

4. Based on final reports from 62 jurisdictions. Excludes charters schools.

Goal 6

The education funding system is fair, equitable, and appropriate.

Desired Result: **Albertans pay comparable education taxes on properties of equal value.**

The measure of annual provincial equalized residential property tax rates illustrates changes in the contribution that property tax payers make towards the revenue available for the education system. Display 6.1 shows that the changes implemented since 1994 enable taxpayers to pay comparable taxes on properties of equal value. The uniform provincial mill rate is the property tax rate

used by the province to calculate each municipality's financial contribution to the education system (see Endnote C). In the 1999 tax year, about 98.6 per cent of Alberta municipalities are taxed at the uniform provincial equalized mill rate for education purposes (6.95 mills). With the exception of four Improvement Districts, all municipalities in Alberta will be taxed at the same provincial rate in the year 2000.

Desired Result: **The province, school authorities and schools are efficient in their use of available resources.**

The province, school jurisdictions and schools have taken many steps to use resources efficiently. Display 6.2 shows the percentage of parents and the public who are very satisfied or satisfied that they "are receiving value for the money that is spent in their child's/local school."

This key measure indicates how well parents and the public perceive their local school is achieving results with available resources.



6.1 Difference in Annual Provincial Equalized Residential Mill Rate for Education (Alberta School Foundation Fund - Basic Levy)

Key Measure

	1994	1995	1996	1997	1998	1999	Target 1999	Target 2001
Highest Municipal Mill Rate	11.37	10.23	8.54	7.02	6.95	6.95		

Source:

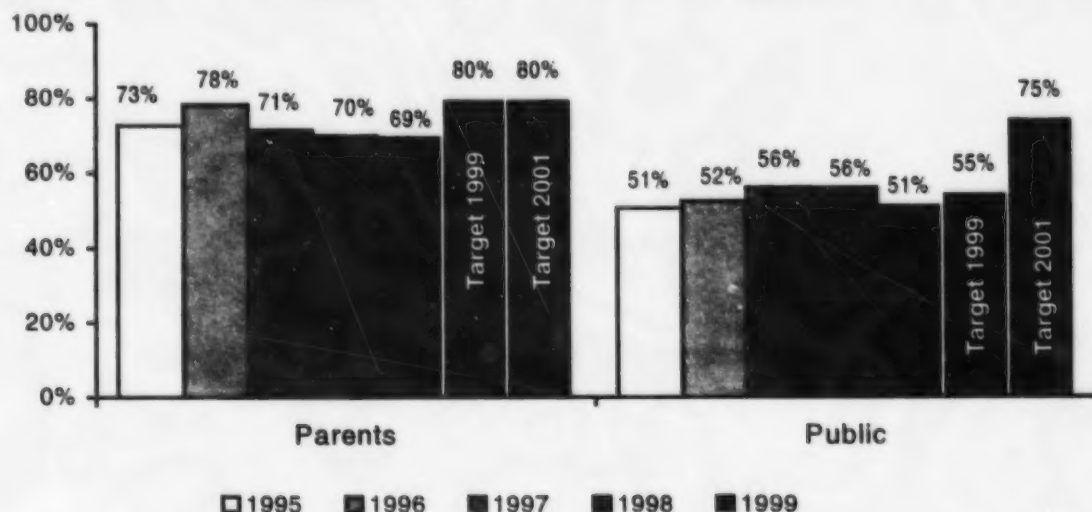
Alberta Education, Student Finance

Note:

1. Provincial average only; the Alberta government began to set a provincial mill rate in 1995.

6.2 Percentage of Parents and Public Who Are Satisfied That They Are Receiving Value for Money That is Spent in Their Local School

Key Measure



Source:

Enviroics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Note:

See technical note on significant differences in survey results over time, Endnote B.

6.1 Difference in Annual Provincial Equalized Residential Mill Rate for Education (Alberta School Foundation Fund - Basic Levy)

← Key Measure

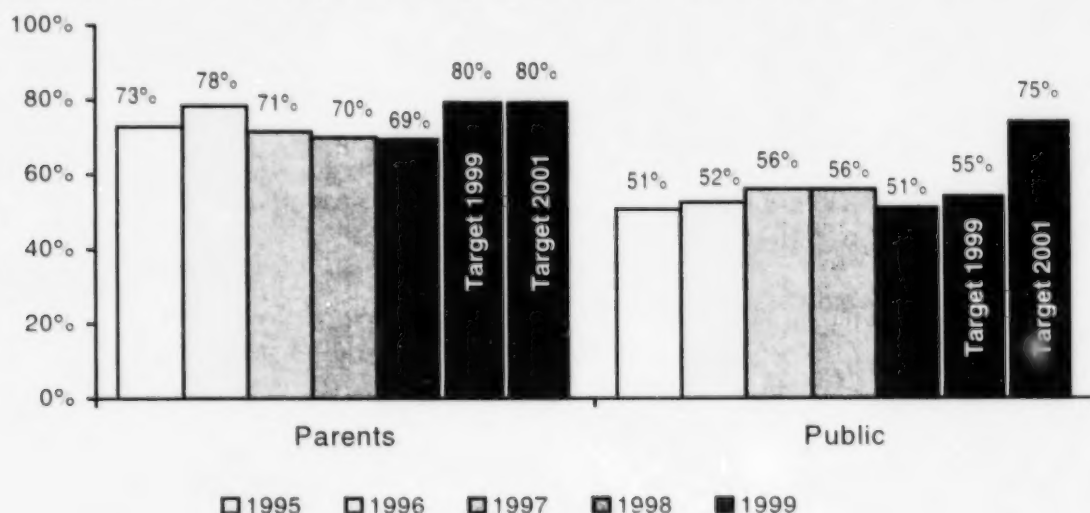
	1994	1995	1996	1997	1998	1999	Target 1999	Target 2001
Provincial Mill Rate	7.52 ¹	7.29	7.12	7.02	6.95	6.95	At or below 7.02 mills	At or below 6.95 mills
Highest Municipal Mill Rate	11.37	10.23	8.54	7.02	6.95	6.95		
Lowest Municipal Mill Rate	2.24	2.80	3.07	3.85	4.81	6.01		

Source: Alberta Education, Student Finance

Note: 1. Provincial average only; the Alberta government began to set a provincial mill rate in 1995.

6.2 Percentage of Parents and Public Who Are Satisfied That They Are Receiving Value for Money That is Spent in Their Local School

← Key Measure



Source: EnviroNics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Note: See technical note on significant differences in survey results over time, Endnote B.

Goal 6

The education funding system is fair, equitable, and appropriate.

Desired Result: **The province, school authorities and schools are efficient in their use of available resources (continued).**

Beginning September 1995, a new funding framework for school boards was implemented. It provides a fair and equitable distribution of education dollars based on local needs (see Display 6.7). The framework also focuses resources on instruction to meet the direct needs of students. Funds are provided in blocks, giving school boards flexibility in allocating their funds to meet local needs and priorities.

The funding framework has capped administrative costs by limiting expenditures in this area to 4 to 6 per cent of total spending. This limitation in spending has achieved savings without affecting student programs. Display 6.3 shows how savings in governance, central administration, support services, transportation and capital costs have been shifted to instruction.

Instructional expenditures (primarily teachers' salaries)* are divided by total school board expenditures for this indicator. Spending on board governance, central

administration and instructional support services is calculated similarly.

In 1998-99, the Funding Framework was reviewed to assess whether school jurisdictions were funded equitably, if they had the flexibility to meet student needs and local program objectives, and whether the funding formula could be improved. The review concluded that the basic elements of the Funding Framework are sound, but made recommendations to improve equity, provide greater flexibility for school boards and to simplify the entire process. In May 1999, Government accepted almost all of the recommendations.

Expenditures per public student per school day (Display 6.4) show how the funding of education has changed to meet the government's spending target. This measure divides all expenditures of public and separate school jurisdictions by their total enrolment in ECS to Grade 12 (enrolment data are provided in Endnote C).

* **Note:** In 1997/1998, 75.7 per cent of instructional spending was for classroom teacher salaries and benefits. The remaining portion of instructional spending was for various support services such as assessment of students with special needs, classroom assistants, learning resources and classroom technology integration (Source: School Business and Legislative Services, Alberta Education).

6.3 Percentage of School Jurisdiction Spending on Instruction and Central Office Services

	1993/ 1994	1994/ 1995	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999 ¹	Target 1999
Board Governance, Central Administration and Support Services ²	5.5%	6.0%	4.7%	3.9%	3.8%	4.0%	5.0% or less
							24.6%

Source: Alberta Education, School Operations and Facilities Branch

- Notes:
1. 1993/1994, 1994/1995, 1995/1996, 1996/1997 and 1997/1998 data are based on the Audited Financial Statements; 1998/1999 data are based on the Budget Report Forms. Historically, Budget Report Forms have under-estimated actual expenditures as indicated by the Audited Financial Statements, which are submitted the following year.
 2. Centrally-based maintenance and transportation supervisors are included in central support services in 1993/1994 but not in 1994/1995, 1995/1996, 1996/1997, 1997/1998, or 1998/1999.
 3. "Other" includes Operations and Maintenance, Transportation, Debt Services and Transfers, and Community Services.

6.4 Expenditures per Public Student per School Day¹ from 1992/1993



Source: Alberta Education, Student Finance. 1992/1993 figures are from the *Financial and Statistical Report of Alberta School Jurisdictions*; 1994/1995, 1995/1996, 1996/1997, and 1997/1998 figures are from the Audited Financial Statements; 1998/1999 figures are from the Budget Report Forms (BRFs).²

- Notes:
1. Calculations are based on 200 school days per year.
 2. 1998/1999 figures (BRF) are estimates of intended expenditures. Historically, BRFs have under-estimated actual expenditures as indicated by the Audited Financial Statements, which are submitted the following year.
 3. Charter Schools are excluded from these figures.



6.3 Percentage of School Jurisdiction Spending on Instruction and Central Office Services

	1993/ 1994	1994/ 1995	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999 ¹	Target 1999
Instruction in Schools	66.2%	64.9%	71.2%	72.4%	74.0%	73.7%	70.4% or more
Board Governance, Central Administration and Support Services ²	5.5%	6.0%	4.7%	3.9%	3.8%	4.0%	5.0% or less
Other ³	28.3%	29.1%	24.1%	24.0%	22.2%	22.3%	24.6%

Source: Alberta Education, School Operations and Facilities Branch

- Notes:
1. 1993/1994, 1994/1995, 1995/1996, 1996/1997 and 1997/1998 data are based on the Audited Financial Statements; 1998/1999 data are based on the Budget Report Forms. Historically, Budget Report Forms have under-estimated actual expenditures as indicated by the Audited Financial Statements, which are submitted the following year.
 2. Centrally-based maintenance and transportation supervisors are included in central support services in 1993/1994 but not in 1994/1995, 1995/1996, 1996/1997, 1997/1998, or 1998/1999.
 3. "Other" includes Operations and Maintenance, Transportation, Debt Services and Transfers, and Community Services.

6.4 Expenditures per Public Student per School Day¹ from 1992/1993



Source: Alberta Education, Student Finance. 1992/1993 figures are from the *Financial and Statistical Report of Alberta School Jurisdictions*; 1994/1995, 1995/1996, 1996/1997, and 1997/1998 figures are from the Audited Financial Statements; 1998/1999 figures are from the Budget Report Forms (BRFs).

- Notes:
1. Calculations are based on 200 school days per year.
 2. 1998/1999 figures (BRF) are estimates of intended expenditures. Historically, BRFs have under-estimated actual expenditures as indicated by the Audited Financial Statements, which are submitted the following year.
 3. Charter Schools are excluded from these figures.

Goal 6

The education funding system is fair, equitable, and appropriate.

Desired Result: **The province, school authorities and schools are efficient in their use of available resources (continued).**

An additional method of assessing the efficient use of available resources is to compare costs for school construction with other construction costs. In Display 6.5, the actual costs for school construction in Alberta are compared with the actual costs for school construction in other provinces, as well as the costs for construction of other public buildings in Alberta.

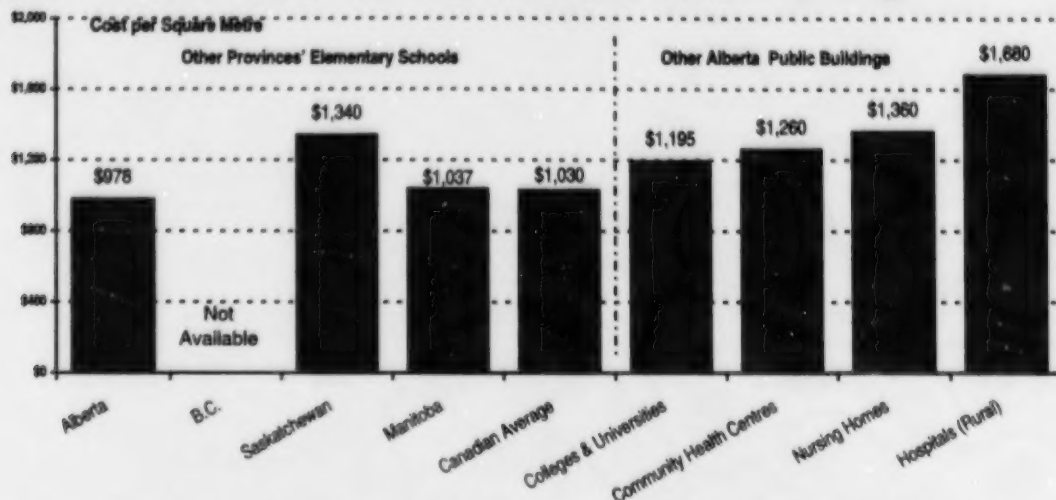
Comparing Alberta's total expenditures with those of other provinces provides another perspective on the resources available for basic education in Alberta. Using information from Statistics Canada, Display 6.6 shows how the total costs for elementary and secondary schools in Alberta compare, on average, with those in other provinces. Alberta is compared with the Canadian average over six years.

Alberta's rank among the provinces (from the highest expenditures per student to lowest) is provided for each year, indicating how many provinces spent more than Alberta (see Endnote C for supporting data and for interprovincial comparisons of expenditures per capita).

Although Statistics Canada strives to provide comparable data from each province, each province uses definitions and procedures that meet their own information needs. Hence, Statistic Canada figures only provide a rough estimate of actual expenditures per student.



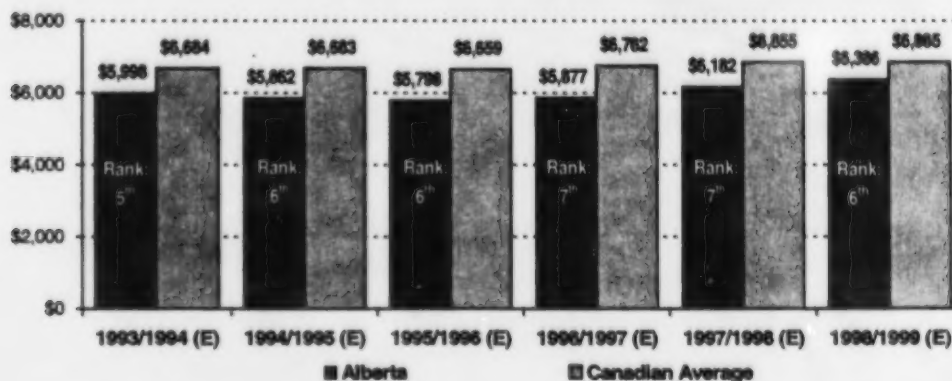
6.5 Elementary School Construction Costs per Square Metre (1998): Alberta Compared to Other Provinces and to Other Alberta Public Buildings



Source: Alberta Education: School Facilities for provincial data; *Hanscomb's Yardsticks for Costing – Cost Data for Canadian Construction Industry (1998)* for Canadian average. Alberta Public Works, Supply and Services and Alberta Advanced Education and Career Development for Other Alberta Public Buildings.

- Notes:**
1. Actual construction costs for British Columbia are not available. The B.C. support rate for basic construction is \$900/m². This rate excludes additional costs for location, site conditions, size and other factors affecting expenditures.
 2. Manitoba construction costs increased as a result of the Pan-American Games, resulting in a shortage of trades people.
 3. The comparison to other public buildings relates only to cost, not type of construction or building complexity.
 4. The figure for colleges and universities is for 1997 (all others are for 1998).

6.6 Interprovincial Comparisons of Expenditures per Student (K-12 Education), 1993/1994 to 1998/1999



Source: Statistics Canada Cat. #81-003, *Education Quarterly Review*, Vol. 3, No. 3 (1996), Vol. 4, No. 3 (1997), Vol. 5, No. 3 (1999).

Goal 6

The education funding system is fair, equitable, and appropriate.

Note: Estimates are represented by (E). Endnote C provides data for all provinces.

Desired Result: All school boards and schools are funded equitably and appropriately.

The extent to which all school boards and schools are equitably funded can be measured, in part, by comparing jurisdiction expenditures per student. The data in Display 6.7 are calculated by dividing each public jurisdiction's total expenditures by its total student enrolment in ECS to grade 12 (see Endnote C for definitions).

Before September 1995, the funds available per student were determined by two sources of revenue: the provincial School Foundation Program Fund and the wealth of the local tax base. The per student amount that a school board had to spend affected the jurisdiction's ability to provide instructional programs and support services.

Since September 1995, funding for all school boards has been based on the appropriate amount to provide a basic education. This funding includes an equal per student amount collected from the residential and non-residential tax base and differential funding provided from the General Revenue Fund. For example: specially-funded programs include English as a Second Language, special needs programs for the severely disabled, transportation and other costs associated with population sparsity. Differing costs and need for/access to such programs explain most of the remaining variation among jurisdictions in per student expenditures.

Goal Summary

Desired Result

Albertans pay comparable education taxes on properties of equal value.

The province, school authorities and schools are efficient in their use of available resources.

All school boards and schools are funded equitably and appropriately.

Progress Toward Desired Result

Achieved: The provincial mill rate has declined substantially since 1993. With the exception of the four Improvement Districts, the uniform provincial rate will apply to all municipalities next year.

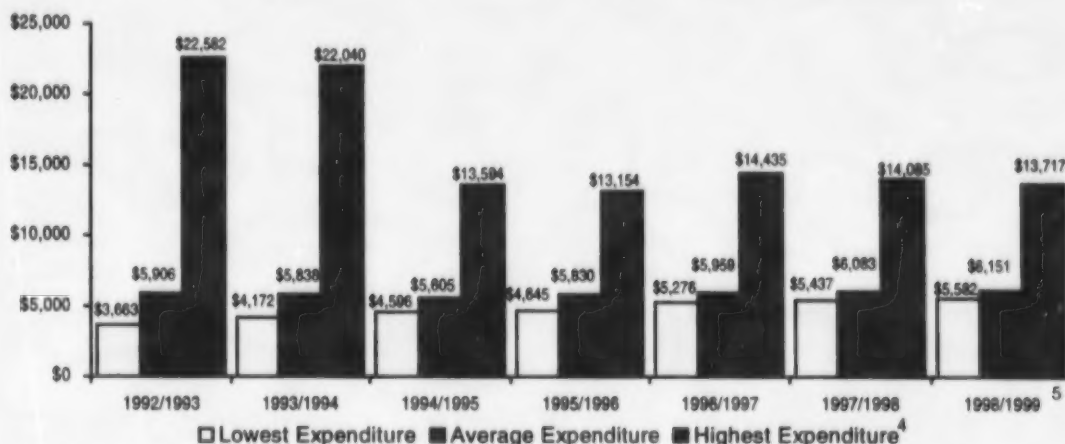
Extensive: School jurisdiction spending on instruction increased from 66.2 per cent in 1993/1994 to 73.7 per cent in 1998/1999. Perceptions with the value for money spent in schools have not changed. The cost of building new schools compares favorably with construction costs elsewhere. Alberta's expenditures per student are increasing to meet their learning needs.

Achieved and continually monitored: Equitable funding has been established in per pupil expenditures by school jurisdictions.

Conclusion

Excellent progress has been made in funding all school boards equitably. Taxpayers pay comparable education taxes in all but one municipality. The last municipality will follow suit in the year 2000. The implementation of a uniform education mill rate on property assessments beginning in 1994 has allowed a steady reduction in overall tax rates. School systems are directing a greater proportion of funding to instruction. Satisfaction with how money is spent in the local school needs to improve.

6.7 Differences in Expenditure¹ per Student² by School Jurisdictions³



Source: Alberta Education, Student Finance (1992/1993, 1993/94, 1994/1995, 1995/1996, 1996/1997, 1997/1998 based on Audited Financial Statements; 1998/1999 from Budget Report Forms⁵)

- Notes:**
1. Expenditures are based on the school year, September 1st to August 31st. Beginning September 1995, all school jurisdictions are allocated financial resources on an equitable basis that recognizes similarities and differences among students and school systems, and the associated costs. As of 1995/1996, differences in per student expenditures reflect variances in the local cost of delivering programs.
 2. Enrolments include all students served by public and separate school boards, including those students who do not qualify for provincial funding (see Endnote C).
 3. Alberta Education strives toward equitable (rather than equal) distribution of resources to jurisdictions. This means that jurisdictions receive funding appropriate to meet their divergent needs, rather than all jurisdictions receiving the same (equal) allocation per student.
 4. **The highest expenditure represents a single jurisdiction with unique needs. The average indicates that most jurisdictions spend substantially less per student.**
 5. 1998/1999 figures (from Budget Report Forms) are estimates of intended expenditures. Historically, Budget Report Forms have under-estimated actual expenditures as indicated by the Audited Financial Statements submitted the following year.

Goal 7

The education system is open and accountable for the achievement of results and use of resources.

Desired Result: **Albertans have timely and meaningful information about education, including student achievement and cost, from the department, school authorities and schools.**

Parent and public satisfaction with their access to and the quality of information on student achievement provided by the school or other sources is one indicator of an open and accountable education system.

Parents want to know how well their child is learning and how well the school is teaching all children. Schools use a variety of ways to keep parents informed, such as report cards, newsletters, phone calls and parent-teacher interviews.

For Display 7.1, parents and the public were asked about their **access to** and the **quality of** information received about achievement. Parents were asked how satisfied they were "with the access you have to information about

your child's educational progress and achievement" and "with the information you receive from your child's school or other sources about your child's educational progress and achievement."

The public was asked "How satisfied are you with the access you have to information about overall student achievement in the school district?", "... with the information you receive about overall student achievement in the school district?" and "... on overall student achievement from the provincial government?"

Display 7.1 shows the percentage of parents and the public who were satisfied or very satisfied with each of these.



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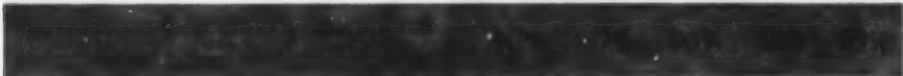


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7.1 Percentage of Parents and Public Who Are Satisfied with Information Received on Student Achievement

Key Measure

	1995	1996	1997	1998	1999	Target 1999	Target 2001
Access to Information							
							
<i>Public: on overall student achievement in the school district</i> ¹	—	66%	70%	64%	—	—	—
The Information Itself							
							
<i>Public: on overall student achievement in the school district</i>	—	62%	65%	63%	61%	—	—
							

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Note:

1. In 1999, the measure of public satisfaction with overall student achievement in the school district was replaced with public satisfaction on overall student achievement from the provincial government.
2. See technical note on significant differences in survey results over time, Endnote B.



7.1 Percentage of Parents and Public Who Are Satisfied with Information Received on Student Achievement

Key Measure

	1995	1996	1997	1998	1999	Target 1999	Target 2001
Access to Information							
<i>Parents: on their child's educational progress and achievement</i>	90%	87%	90%	88%	89%	90%	90%
<i>Public: on overall student achievement in the school district¹</i>	—	66%	70%	64%	—	—	—
The Information Itself							
<i>Parents: on their child's educational progress and achievement</i>	88%	86%	88%	88%	85%	90%	90%
<i>Public: on overall student achievement in the school district</i>	—	62%	65%	63%	61%	—	—
<i>Public: on overall student achievement from the provincial government¹</i>	—	—	—	—	50%	—	—

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Note: 1. In 1999, the measure of public satisfaction with overall student achievement in the school district was replaced with public satisfaction on overall student achievement from the provincial government.
2. See technical note on significant differences in survey results over time, Endnote B.

Goal 7

The education system is open and accountable for the achievement of results and use of resources.

Desired Result: Albertans have timely and meaningful information about education, including student achievement and cost, from the department, school authorities and schools (continued).

An open and accountable education system provides Albertans with timely and meaningful information about the cost of education at the provincial, school board and school levels.

Parents and the public were asked about their satisfaction "with the *access you have to information* about how money is spent... in your child's school...by your local school board... and by the provincial government on elementary, junior and senior high schools" (Display 7.2). "Access to information" refers to the ability of parents

and the public to obtain any information that is not confidential.

As well, the *quality of information* received was assessed by asking Albertans how satisfied they were with "the information you receive from your child's school or other sources about how money is spent: in your child's school, by your local school board, and by the provincial government on elementary, junior and senior high schools". Display 7.3 shows the percentage of parents and the public who were satisfied or very satisfied.

Goal Summary

Desired Result

Albertans have timely and meaningful information about education, including student achievement and cost, from the department, school authorities and schools.

Progress Toward Desired Result

Intermediate: Parents' satisfaction with information on student achievement remains high. Their satisfaction with information on costs continues to be lower, even though the number of parents satisfied with information from the school board and government has increased since 1995. The difference in satisfaction with each level of governance appears to vary with (i) the amount of regular contact with each level, and (ii) the meaningfulness of the information (with school level information more meaningful and less aggregated than school board or provincial information).

Public satisfaction with information on both costs and student achievement is lower than parental satisfaction in these areas. The difference in satisfaction between parents and members of the public is consistent across most survey questions. Typically, parents have a greater and more immediate interest in education than members of the public. As well, parents receive more information about education through their ongoing contact with their children's schools.

Conclusion

Progress is being made in reporting results to parents. More needs to be done at each level of governance to communicate with members of the public.

7.2 Percentage of Parents and Public Who Are Satisfied with the Access They Have to Information about How Money Is Spent¹

	1995	1996	1997	1998	1999
By the Local School					
Public	49%	46%	54%	48%	47%
By the Local School Board					
Public	43%	45%	52%	46%	45%
By the Provincial Government on All Schools					
Public	34%	37%	39%	38%	35%

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Notes: 1. See Display 6.2 for satisfaction with the value for money spent in the local school.
2. * Significant difference (1995→1999); see technical note on significant differences in survey results over time, Endnote B.

7.3 Percentage of Parents and Public Who Are Satisfied with the Information Received about How Money Is Spent

	1995	1996	1997	1998	1999
By the Local School					
Public	43%	46%	50%	45%	45%
By the Local School Board					
Public	40%	47%	47%	44%	44%
By the Provincial Government on All Schools					
Public	32%	37%	38%	33%	32%

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Note: See technical note on significant differences in survey results over time, Endnote B.



7.2 Percentage of Parents and Public Who Are Satisfied with the Access They Have to Information about How Money Is Spent¹

	1995	1996	1997	1998	1999
By the Local School					
Parents	64%	60%	69%	66%	62%
Public	49%	46%	54%	48%	47%
By the Local School Board					
Parents	48%	49%	54%	54%	53%*
Public	43%	45%	52%	46%	45%
By the Provincial Government on All Schools					
Parents	32%	35%	39%	39%	39%*
Public	34%	37%	39%	38%	35%

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

- Notes:
1. See Display 6.2 for satisfaction with the value for money spent in the local school.
 2. * Significant difference (1995→1999); see technical note on significant differences in survey results over time, Endnote B.

7.3 Percentage of Parents and Public Who Are Satisfied with the Information Received about How Money Is Spent

	1995	1996	1997	1998	1999
By the Local School					
Parents	62%	60%	66%	64%	60%
Public	43%	46%	50%	45%	45%
By the Local School Board					
Parents	44%	48%	50%	53%	47%
Public	40%	47%	47%	44%	44%
By the Provincial Government on All Schools					
Parents	30%	33%	37%	40%	35%
Public	32%	37%	38%	33%	32%

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999

Note: See technical note on significant differences in survey results over time, Endnote B.

Goal 8

Alberta Education is managed effectively and efficiently to achieve government goals.

Desired Result: Department service is of high quality, affordable and focused on the needs of education partners.

The Government of Alberta continues to focus resources on students in the classroom. As part of these efforts, the three-year plan for education focuses the department's operations on core businesses.

The department's staffing levels and budget have been reduced to focus on services related to its legislated mandate and core functions in a more cost-effective and productive manner. At the same time, the department's role in direct service delivery to students has been reduced. The cost of department services per student in the public system (Display 8.1) is one way to measure this desired result.

This measure is calculated by dividing the department's expenditures by total student enrolment (ECS – grade 12) in public and separate school jurisdictions (see Endnote C for additional detail on enrolment figures).

In the business plan published in February 1999, government committed to measuring the level of employee satisfaction with their contribution to business plan goals.¹

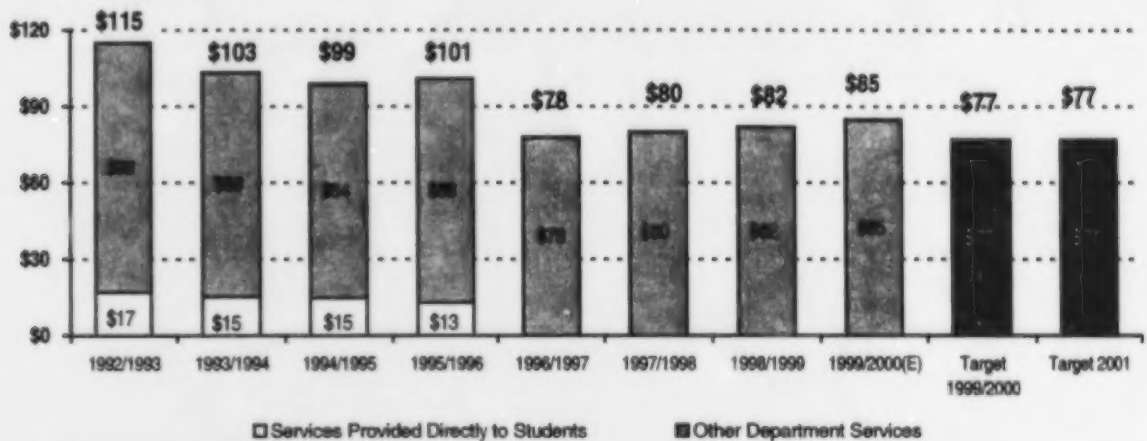
Display 8.2 shows the percentage employees of Alberta Education and of the provincial government as a whole, who strongly agree or agree with each of four statements about their contribution to business plan goals. The wording of each statement is presented in the display.

The department has received seven Premier's Awards for Excellence in four years for superior customer service and continuous improvement in operations.

¹ In 1998, The Advisory Group conducted a telephone survey of 2,312 employees drawn from random listings of management and non-management employees. The margin of error across government is $\pm 2\%$, nineteen times out of twenty. For Alberta Education, a total of 103 employees participated in the survey, resulting in a margin of error of $\pm 8.5\%$, nineteen times out of twenty.

8.1 Cost of Department Administrative Services per Public Student

Key Measure



Source: Alberta Education, School Finance

- Notes:
1. Student counts are based on the net number of public, separate, and charter school students (ECS-12) enrolled in school jurisdictions as of September 30th (see Endnote C). Department budgets are based on the April 1st to March 31st fiscal year.
 2. The actual expenditures for 1993/1994—1995/1996 are not comparable to the 1992/1993 base year nor to 1996/1997—1999/2000.
 3. Estimates are represented by (E).

8.2 Percentage of Employees Who Agree With Aspects of Their Involvement With the Business Plan Goals

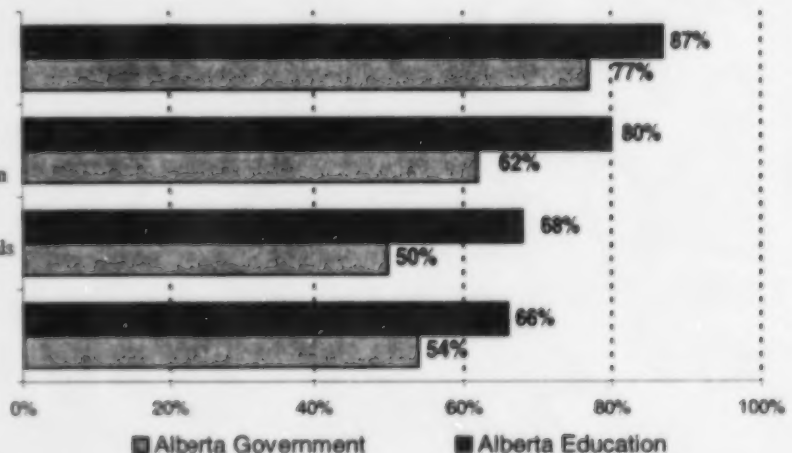
New Indicator

You know and understand how your work contributes to the achievement of your department business plan

Your organization helps you know and understand how your work contributes to the achievement of your department business plan

Your organization provides recognition for your contribution to progress on business goals

Your organization asks for employee input when they plan business improvements

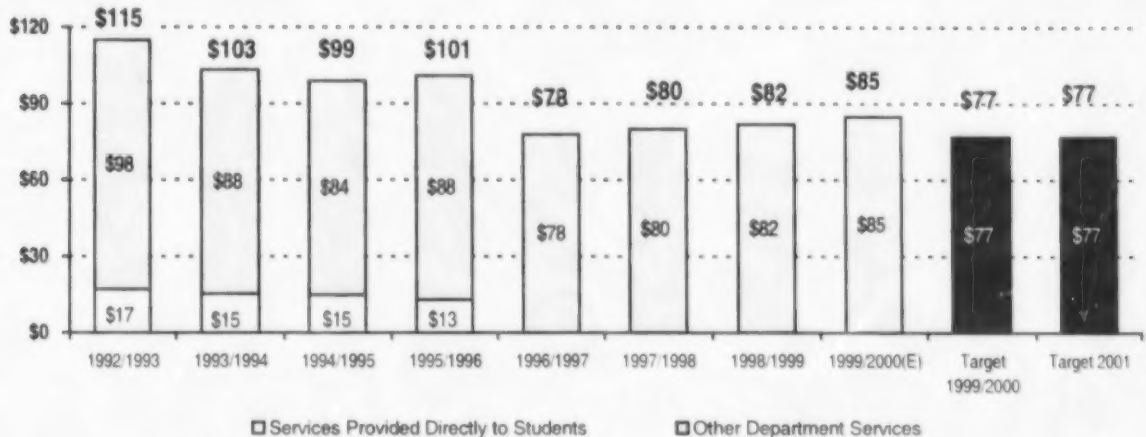


Source: The Advisory Group (1999). *Government of Alberta Core Human Resource Measures Project—1998 Survey of Employees.*



8.1 Cost of Department Administrative Services per Public Student

Key Measure



Source: Alberta Education, School Finance

- Notes:
1. Student counts are based on the net number of public, separate, and charter school students (ECS-12) enrolled in school jurisdictions as of September 30th (see Endnote C). Department budgets are based on the April 1st to March 31st fiscal year.
 2. The actual expenditures for 1993/1994—1995/1996 are not comparable to the 1992/1993 base year nor to 1996/1997—1999/2000.
 3. Estimates are represented by (E).

8.2 Percentage of Employees Who Agree With Aspects of Their Involvement With the Business Plan Goals

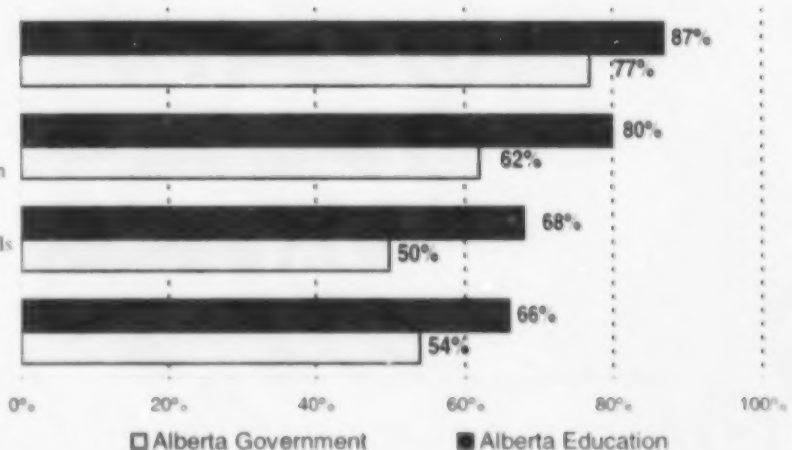
New Indicator

You know and understand how your work contributes to the achievement of your department business plan

Your organization helps you know and understand how your work contributes to the achievement of your department business plan

Your organization provides recognition for your contribution to progress on business goals

Your organization asks for employee input when they plan business improvements



Source: The Advisory Group (1999). *Government of Alberta Core Human Resource Measures Project—1998 Survey of Employees*.

Goal 8

Alberta Education is managed effectively and efficiently to achieve government goals.

Desired Result: Department service is of high quality, affordable and focused on the needs of education partners.

As an indicator of affordability, Display 8.3 shows how the department's expenditures, as a percentage of all education spending, have changed since 1992/1993. The

reported percentages are calculated by dividing the department's expenditures by the total education spending as reported in Ministry financial statements.

Goal Summary

Desired Results

Department service is of high quality, affordable and focused on the needs of education partners.

Progress Toward Desired Results

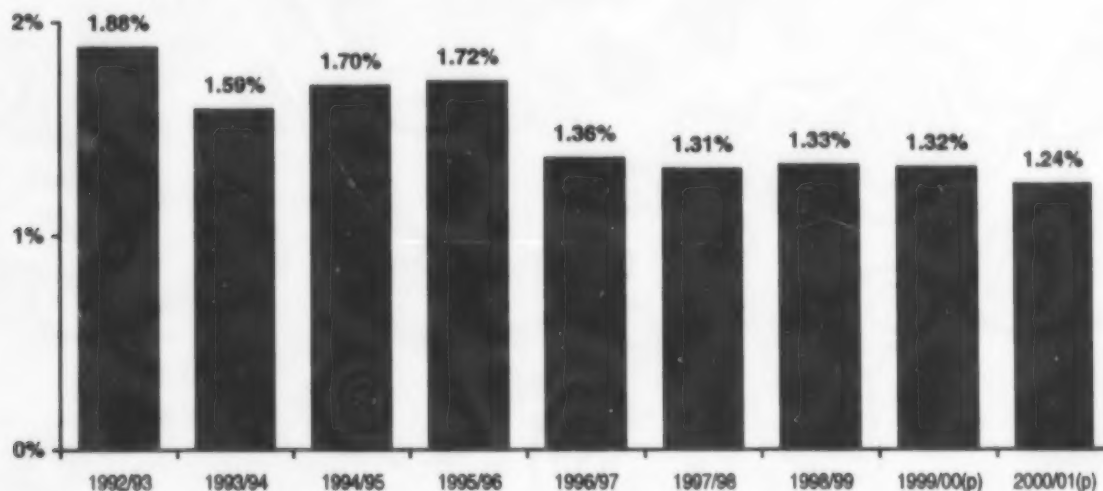
Extensive: The cost of department services per student in the public system has been reduced substantially. Department resources are focused exclusively on providing services to clients. Services related to the core functions and legislated mandate of the department have been maintained while reducing the number of staff and the cost of providing these services. Employees understand their relationship to business plan goals.

Conclusion

Substantial reductions in the cost of department services have been achieved through operational efficiencies and by focusing on core businesses. Employee responsibilities are aligned with the government's goals for education.



8.3 Cost for all Department Services as a Percentage of Total Education Spending Since 1992/1993^{1,2}



Source: Alberta Education, School Finance. Expenditure data for 1996/1997, 1997/1998 and 1998/1999 are from Audited Financial Statements; expenditure data for 1999/2000 & 2000/2001 are from *Budget '99: The Right Balance*; expenditure data for 1993/1994, 1994/1995 and 1995/1996 are from the respective Public Accounts. Expenditures for 1992/1993 are from *Meeting the Challenge IV, The Government of Alberta's Three-Year Plan for Education (1997/1998 - 1999/2000)*.

Notes:

1. The actual expenditures for 1993/1994—1995/1996 are not comparable to the 1992/1993 base year nor to 1996/1997—1999/2000.
2. Years for which the data are projected are represented by (p).

Future Challenges

Albertans have expressed their expectations of the education system. They want students to get the skills they need to go on to post-secondary education or right into the workforce. They want students to meet high standards, develop strong skills and perform with the best in the world. They also want to ensure that no one gets left behind, and that children with special needs receive the attention and support they need. A review of recent school jurisdiction plans identified several key challenges to delivering quality programs to students:

- ◆ shifting demographics,
- ◆ financial concerns,
- ◆ coordination of services for children,
- ◆ keeping pace with technology implementation,
- ◆ meeting parental expectations and demands, and
- ◆ distance/sparsity/geography.

These priorities correspond well with the improvement areas identified in the 1998/1999 – 2000/2001 plan for education —improving co-ordination of services for children, increasing high school completion rates, improving secondary student achievement in mathematics, improving student access to information technology and improving public satisfaction with education. In response to information from the most recent performance measures, school board education plans and the Alberta Growth Summit, the ministry will emphasize five areas in the coming years.

Services for Children: Due to overall enrolment growth, improved medical care for children with severe disabilities and improved assessment techniques, the number of children identified with special needs is increasing rapidly. Funding has been increased so these children get the help and support they need, and so their teachers get extra support in meeting students' needs.

As a partner in the Alberta Children's Initiative, we will work with school and regional authorities, other provincial departments and communities authorities, other provincial departments and communities to

improve co-ordination of services for children with special needs. For example, the new Student Health Initiative will help to improve the delivery of health services in schools. As well, removing the caps on funding for special needs and English as a Second Language students will help to ensure that these students get the services they need to realize their potential. We will continue to work with our partners in government and other organizations to ensure that all Alberta children are healthy, safe, well cared for and well educated.

Students are prepared for work, further studies and citizenship: The percentage of students completing high school within six years has increased marginally to 70 per cent. Fewer parents and members of the public agree that graduates are prepared for the workplace or further studies. New initiatives are underway or planned to support students in completing high school. A study is being conducted to assess why some students who attend high school for five or more years choose not to complete. In response to the Auditor General's recommendation to consider initiatives aimed at Aboriginal students, government will work with its partners to review the Native Education program. Steps will be undertaken to meet the unique needs of Native students, especially those in high school.

Supporting alternatives to traditional schooling and revising the curriculum to improve employability skills will help to ensure that our children get the education they need to be successful in a highly competitive and rapidly changing world. A comprehensive career development program will be developed to enable schools and communities to work together to help youth make a successful transition into the workplace and post-secondary programs.

Over the longer term, ensuring a solid foundation in the early years will enhance students' prospects for success. Programs like the Early Literacy Initiative and revisions to the learning expectations for Early Childhood Services (ECS) to reflect the Western Canadian Protocol for math, reading and science support this initiative. However, more instructional time in the early years may help to achieve these increased learning expectations. We will continue to examine ways to improve students' chances for success in the critical early years.

Secondary Student Achievement in Mathematics:

Albertans want and expect students to meet high standards and to compete with the best in the world. While standards for student achievement in diploma examinations and achievement tests were met in most subjects, and students performed well on national and international tests, there is room for improvement in mathematics results. We will work to improve mathematics results by working with school authorities on implementing a new mathematics program. We will support overall improvement by providing detailed assessment data to help schools plan instruction, by providing additional resources for teachers' professional development and in-services through the six regional consortia, and by focusing funding on ensuring mastery of the basic skills in the early grades.

Information and Communication Technology:

Information and communication technology learning outcomes are being incorporated into the school curriculum for all students. We are improving access

to information technology by providing funds for instructional technology, and by working with partners to develop courseware and alternate delivery methods that will enable students to access a greater range of courses and programs. With the release of Information and Communication Technology Learner Outcomes, greater attention will be needed to train and develop the skills of teachers.

Public Satisfaction: While satisfaction with the education system is fairly high among parents and students, public satisfaction is lower. This is consistent with findings elsewhere. Yet Alberta students consistently perform well on national and international tests, and funding for ECS to grade 12 education has increased. We can improve public satisfaction with education by better communicating these good results, and by improving the abilities of Alberta Education staff to communicate student accomplishments and provincial directions in education.



Endnote: A Changes to the Report

Alberta Education strives to improve the Results Analysis each year. New information is added as it becomes available and some indicators are revised to better reflect progress on the goals and strategies in the government's three-year plan. Other indicators are changed or deleted to focus the report on the best available information.

Four displays were added to the 1999 Results Report:

- 2.4 Percentage of Parents, Students and the Public Satisfied with the Responsiveness of the Education System to their Needs and Expectations
- 5.2 Percentage of Students and Parents Satisfied that School Improves Student Access to Technology in School.
- 5.3 SITES data (Technology in Education) still to come
- 8.2 Level of Employee Satisfaction with Contribution to the Business Plan Goals

The following displays were changed to improve the presentation of data:

2.3 Enrolment in Each Type of Public Education Authority

For financial displays, estimates for 1997/1998 (from Budget Report Forms) in the 1999 Results Report have been replaced with final 1998/1999 data (from Audited Financial Statements). Historically, Budget Report Forms have under-estimated actual expenditures, as indicated by the Audited Financial Statements which are submitted the following year. Readers should be aware of this when comparing financial trend data from past years (based on Audited Financial Statements) to the current year (based on Budget Report Forms).

There were no changes in the groups surveyed in 1999. Parents of ECS to grade 12 students, parents of children with severe special needs, high school students and the public were surveyed. These key respondent groups are surveyed annually. Although Alberta Education surveys other groups on an occasional basis, none were surveyed in 1999. In 1995, teachers, principals, post-secondary instructors and business/employers were surveyed. In 1996, beginning teachers and principals of beginning teachers were surveyed.

Measures Omitted from 1999 Results Analysis

The following Measures in the Three-Year Plan for Education, 1998/1999 – 2000/2001 are excluded from this report. The rationale appears in brackets after each measure.

M4.3 Percentage of teachers receiving permanent certification who report that: (a) their teacher preparation program, and (b) their professional development while holding an interim certificate, provided them with the competencies needed to help students learn (Teachers were not surveyed in 1999).

M4.4 Percentage of school principals who agree that teachers holding an interim certificate: (a) know how to evaluate student needs and progress, and (b) use results of their evaluation to improve student learning (Principals were not surveyed in 1999).

Other changes from 1998 Results Analysis

Display 1.8 Percentage of School Board Plans Addressing Priorities for Improvement. In previous years, school jurisdictions submitted their three-year education plans by April 30, 1999. In 1999, the plans were submitted by June 30, 1999, precluding analysis for this year's report. The display was updated to reflect final findings from 1998. Next year, the measure will focus on how school jurisdictions improve student achievement.

Display 5.3 Provincial Aggregate Ratio of Students to Modern Computers, and distribution of jurisdictions and students relative to the provincial ratio. The 1999 report updates figures for the period to March 31, 1998 to include information on ALL public and separate school jurisdictions. Information for the 1998/1999 school year is not available. Beginning in 1999, information on technology expenditures and student-to-computer ratios will be submitted by school jurisdictions in November through the TIF Management Information Reporting Schedule (MIRS). This reporting timeframe ensures the data (a) is consistent with the period in which matching funds are no longer required (i.e., after March 31, 1998) and (b) is aligned with the reporting period of other funding initiatives (i.e., school year, not fiscal year).

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Notes on Surveys

The Advisory Group conducted the 1999 satisfaction surveys. Professional interviewers conducted the interviews through the Computer-Assisted Telephone Interviewing (CATI) system. Random samples of respondent groups were interviewed in March 1999. In total, 3,207 telephone surveys were conducted with the four groups of respondents.

The survey of Parents of Children with Severe Special Needs was conducted by telephone in 1998 and 1999 (a

mail survey was done in previous years). Telephone surveys generate a better response rate than mail surveys. This improves sample representativeness and the validity of the survey findings by reducing possible non-response bias sometimes present in mail surveys. As well a larger sample sizes were achieved (800 in 1998 and 805 in 1999) than for the mail surveys. The achieved sample size (responses received) for the 1998 mail survey was 347.

The sample size and the confidence intervals for each group in the 1999 satisfaction surveys are presented in the following table. Results are considered accurate within the confidence interval 19 times out of 20.

Respondent Group	Sample	Confidence Interval
Parents	800	±3.5%
High School Students	800	±3.5%
Public	802	±3.5%
Parents of Children with Severe Special Needs	805	±3.5%

In 1998, Alberta Education repeated the mail survey used in previous years, so that results from the current survey method (telephone) could be compared with results from the previously used mail method. The top table on the facing page compares results by the two methods. Results are not comparable for all questions, as some questions in the telephone survey were revised to generate better information.

The Special Education Branch sent out mail surveys to a random sample of parents of ECS to grade 12 children with severe special needs in January 1998. Results were compiled by The Advisory Group in March 1998. The sample size and confidence interval for the mail surveys are presented in the following table. Results are considered accurate within the confidence interval 19 times out of 20.

Respondent Group	Sample	Confidence Interval
Parents of ECS to Grade 12 children with severe special needs who are receiving services	347	±5.0

Special Education Mail Survey Results: 1995 to 1997: Percentage of Parents Satisfied with the Services Provided for Their Children with Severe Special Needs (Mail Surveys: 1995-1997)

	1995	1996	1997
Accessibility	58%	50%	49%
Efficiency	58%	49%	50%

Source: Alberta Education, Special Education Mail Surveys 1995, 1996, 1997

Notes: *Significant difference (1995→1997); see technical note on significant differences over time, page 52.

The 1998 mail survey results are presented in more detail (responses to each question) in the table on the following page, "Comparison: 1998 Mail and Telephone Special Needs Surveys." Reported satisfaction rates are based only on the responses of parents whose children were actually receiving services, minus those who were unable to comment or did not answer each question.

Endnote: B

Notes on Surveys

The Advisory Group Surveys: 1999

The Advisory Group conducted the 1999 satisfaction surveys. Professional interviewers conducted the interviews through the Computer-Assisted Telephone Interviewing (CATI) system. Random samples of respondent groups were interviewed in March 1999. In total, 3,207 telephone surveys were conducted with the four groups of respondents.

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Respondent Group	Sample	Confidence Interval
Parents of ECS to Grade 12 children with severe special needs who are receiving services	347	± 5.0

Special Education Mail Survey Results: 1995 to 1997: Percentage of Parents Satisfied with the Services Provided for Their Children with Severe Special Needs (Mail Surveys: 1995-1997)

	1995	1996	1997
Overall	84%	75%	79%
Accessibility	58%	50%	49%
Effectiveness	78%	69%	68%*
Efficiency	58%	49%	50%
Relevance	74%	58%	68%

Source: Alberta Education, Special Education Mail Surveys 1995, 1996, 1997

Notes: *Significant difference (1995→1997); see technical note on significant differences over time, page 52.

The 1998 mail survey results are presented in more detail (responses to each question) in the table on the following page, "Comparison: 1998 Mail and Telephone Special Needs Surveys." Reported satisfaction rates are based only on the responses of parents whose children were actually receiving services, minus those who were unable to comment or did not answer each question.

Comparison: 1998 Mail and Telephone Special Needs Surveys

1998 Mail Survey

**Per cent
Agreeing**

Overall, I am satisfied with the services my child receives. 67%

(Not asked in mail survey)

It was easy to obtain services for my child. 51%

Services for my child were arranged quickly. 54%

My child would not be able to go to school if services were not provided. 64%

My child is benefiting from the services being provided. 85%

**Per cent
Disagreeing**

The person(s) providing services to my child spends too much time doing so. 88%

My child needs more time with the person(s) providing services. 36%

My child needs different services than are being provided. 61%

**Per cent
Agreeing**

My child receives the right type of services. 70%

Source: Alberta Education, Special Education Branch; The Advisory Group Surveys - 1998

Note: Results of the mail and telephone surveys are not comparable for all questions, as some questions in the telephone survey were revised to generate better information.

1998 Phone Survey

**Per cent
Satisfied**

Overall, how satisfied are you with the services your child is receiving in his/her school? 79%

How satisfied are you with your involvement in the provision of services for your child? 83%

**Per cent
Agreeing**

It was easy to access services for my child. 52%

Services for my child were arranged quickly. 62%

My child needs services to be able to attend school. 91%

My child is benefiting from the services being provided. 84%

The people providing services spend the right amount of time with my child. 69%

The people providing services to my child work well together. 85%

The types of services my child receives are appropriate for my child. 77%

Parents of Children with Severe Special Needs Survey: Satisfaction with Ease of Access to Specific Services

Display 3.1: Detailed Responses to 1999 Question on Ease of Access to Services (Percentage of Parents of Children with Severe Special Needs Who Strongly Agreed/Agreed that "It Was Easy to Access Services For My Child" by Specific Service Provided).

Teacher Assistant/Aide:	71.9%	Psychiatry/psychology	68.7%
Speech-language therapy	79.6%	Management of behavior problems	74.3%
Physiotherapy	84.0%	Sign language interpreter	73.8%
Audiology	75.8%	Physical needs	83.4%
Occupational therapy	77.8%	Handicapped Children's Services	74.6%
Respiratory therapy	71.4%	Child welfare	81.7%
Regular medication/injections	84.0%	Probation supervision	68.0%
Emergency medication/injections	73.3%	Institutional placement	67.7%
Equipment or supplies	73.3%	Native liaison worker	75.9%
Personal counselling	73.3%	Others	75.4%

Parent satisfaction with ease of access to the specific services they identified as being received by their child ranged from 84 per cent to 68 per cent with a weighted average of 76 per cent. This satisfaction level is considerably higher than the 1998 result (52 per cent); however, since the 1998 survey simply asked respondents if they agreed with the statement "It was easy to access services for my child," the two results are not directly comparable.

In 1999, most respondents were satisfied with ease of access to services. However, respondents who disagreed or strongly disagreed with the statement "It was easy to access services for my child" were asked to give reasons, and these were noted in relation to the specific services identified. Common themes were identified in the responses.

In one common theme, respondents indicated that services were difficult to obtain and involved a struggle on their part. Some respondents indicated a lengthy or complicated process to obtain support services for their child and suggested inadequate institutional support or guidance through that process.

In addition, some respondents indicated that their child waited a long time for services. Respondents suggested that long waiting lists prevented them from accessing services at the child's critical stage of need. Sometimes respondents linked waiting lists to the observation that there are more children with special needs than the support service providers can accommodate. In some cases, respondents identified a shortage of providers or indicated that their child had to travel long distances to obtain support services.

In another common theme, respondents suggested that lack of funding prevented the availability or detracted from the quality of support services. In some cases, the respondent suggested that services were unaffordable to the consumer.

Findings indicate that, although a high proportion of parents are satisfied, work is needed to reduce the time involved in arranging services for children with severe special needs. Co-ordination of services at the provincial and local level continues to be a high priority in addressing this issue.

Technical Note: Significant Differences in Survey Results Over Time

In presenting survey results, significant differences are identified by comparing the base year (the first year the question was asked - 1995 in most cases) to the current year (1999). In this report, percentages for 1999 which are significantly higher or lower than the percentage for that indicator in the base year are marked with an asterisk (*). As all satisfaction measures in this report are based on responses from **samples** of about 800 parents, students and the public (and not the entire population), the results may differ from actual satisfaction by plus or minus 3.5 per cent. Repeated samples in a given year might generate slightly different satisfaction levels. A difference in satisfaction or agreement levels from 1995 to 1999 for a specific question is significant if it is larger than what could be expected due to sampling variation. Significance is reported at the .05 confidence level (i.e., we would obtain the same results with repeated samples 19 times out of 20). Two factors are relevant in establishing significant differences between responses to particular questions from 1995 to 1999:

- **Sample size:** in large samples (e.g., The Advisory Group surveys: samples of 800), smaller differences are sufficient to establish significance. It is more likely that the characteristics of a large sample approximate those of the entire population than a small sample. In small samples (e.g., Special Education surveys: sample of 347), larger differences are necessary to establish significance.
- **Population diversity:** where the population is highly uniform on the characteristic of interest (i.e., if nearly all members agree or are satisfied), small differences in results based on samples are sufficient to establish significance. In more diverse populations (i.e., where half the population agrees and half disagrees), larger differences are necessary to establish significance. The table below shows how the margin of error varies for survey results generating highly uniform and highly diverse satisfaction/agreement levels.

Agresti and Finlay (*Statistical Methods for the Social Sciences*, 1988, 2nd Edition, pp 165-170) provide a detailed discussion of the statistical procedures used in this analysis.

Margin of Error for Survey Results at 95% Confidence Level and a Sample Size of 800

Where the Satisfaction/Agreement Level on a Survey Question is:

	1% or 99%	5% or 95%	10% or 90%	15% or 85%	20% or 80%	25% or 75%	30% or 70%	35% or 65%	40% or 60%	45% or 55%	50% or 50%
The Margin of Error is:	±0.8%	±1.7%	±2.4%	±2.9%	±3.2%	±3.5%	±3.7%	±3.8%	±3.9%	±4.0%	±4.0%

Source: Statistics Canada, *Conducting a Survey: Processing, Interpreting and Presenting Survey Results*, (Workshop Material) 1998

Endnote: C

Notes on Selected Measures

Displays 1.3, 1.4 and 1.5: High School Completion Rates of Youth Age 19 (1991 and 1996) and Age 24 (1996), Canada and the Provinces

Every five years, the Statistics Canada Census surveys 20 per cent of Canadians on a variety of issues, including their highest level of schooling. A custom tabulation was undertaken to determine educational attainment levels for single ages. The proportions of youth age 19 (1991 and 1996) and age 24 (1996) who said they had at least high school completion are presented below for Canada and the provinces.

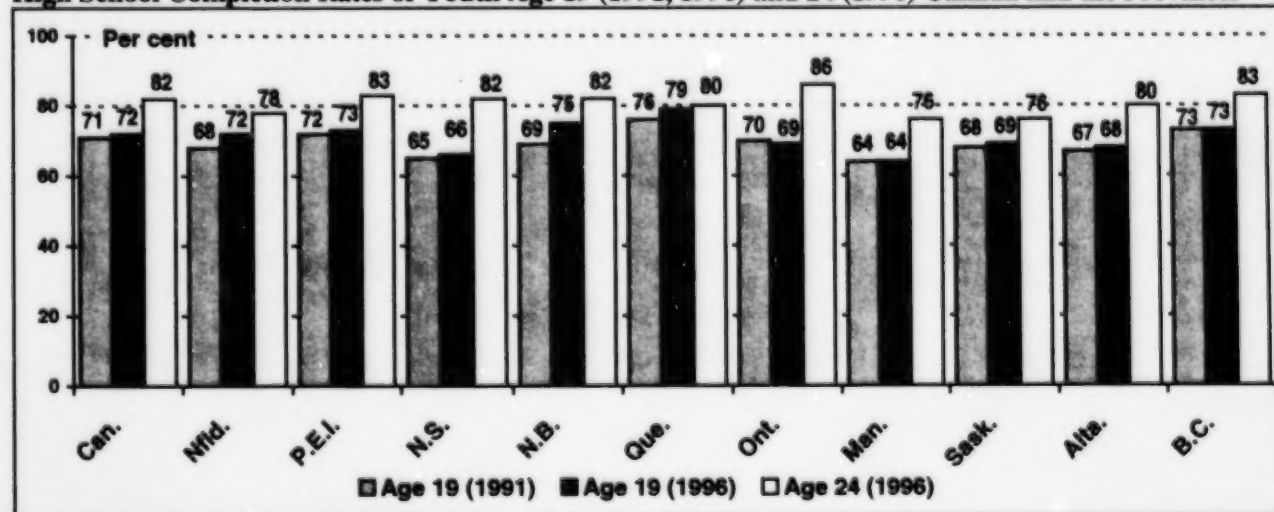
The proportion of Alberta 19 year-olds indicating they had at least high school completion was 67 per cent in 1991 and 68 per cent in 1996 (these rates are similar to Alberta Education's high school completion rate). The comparable rates for all of Canada were 71 per cent in 1991 and 72 per cent in 1996.

Also in 1996, 80 per cent of Alberta 24 year-olds had completed high school (up from 67 per cent in 1991 when this cohort was age 19). The comparable rate for Canadian 24 year-olds in 1996 was 82 per cent (up from 71 per cent for 19 year-olds in 1991).

Comparisons of high school completion rates from Statistics Canada Census data, Alberta Education (i.e., within six years of entering grade 9) and from the *School Leavers Survey* (1991) and *School Leavers Follow-up Survey* (1995), Statistics Canada and Human Resources Development Canada.

1. Alberta Education's six-year completion rate for 1995/1996 (69 per cent) is similar to the 1996 census rate for Alberta 19 year-olds (68 per cent). Alberta Education's rate is based only on Alberta students, while rates from census data are based on total population and may be affected by interprovincial migration.
2. To control for interprovincial migration, rates from the *School Leavers Survey* (reported in Alberta Education's 1998 Annual Report) are based on respondents' province of origin. However, they may be skewed by non-response bias (see methodology notes, *High School May Not Be Enough*, Statistics Canada Cat. #81-585-XPE, May, 1998, pp. 81 - 84).
3. Since completion rates from census data are based on large samples (20 per cent of the population), sampling error is much less than for rates from the *School Leavers Survey*. Rates from both of these sources are, however, based on self-reported data.
4. The census data indicate that a significant proportion of youth complete high school between the ages of 19 and 24 in all provinces except Quebec.

High School Completion Rates of Youth Age 19 (1991, 1996) and 24 (1996) Canada and the Provinces



Source: Statistics Canada Custom Census Tabulation (20% Data); Highest Level of Schooling: 19 Year-Olds (1991, 1996) and 24 Year-Olds (1996) with "At Least High School Completion", (March, 1999)

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Display 1.9 Percentage of Students in Grades 3, 6 and 9 Demonstrating the Standards¹ on Provincial Achievement Tests

This table shows the proportion of all students in a grade who have demonstrated, on a particular test, that they can do what is expected in the course. Reporting based on the number enrolled allows for comparisons over time, taking into account any changes in participation on the test.

Not all students write provincial achievement tests. Achievement test results are not available for students who were excused from writing by the superintendent (because participation would be harmful to the student or the student could not respond to the test instrument), who wrote but whose results were withheld, or who wrote only one part of a language arts test. It is possible that some of these students, under different circumstances, could have demonstrated achievement of standards on the test.

Subject	Standard	1996	1997	1998	1999
Grade 3					
Mathematics ²	excellence	—	—	19%	24%
	acceptable	—	—	75%	80%
Grade 6					
Mathematics ²	excellence	—	—	15%	16%
	acceptable	—	—	76%	77%
Social Studies	excellence	15%	16%	16%	16%
	acceptable	74%	73%	73%	76%
Grade 9					
Mathematics ²	excellence	—	—	12%	14%
	acceptable	—	—	63%	64%
Social Studies	excellence	14%	14%	12%	16%
	acceptable	73%	75%	70%	72%

Source: Alberta Education, Student Evaluation Branch

- Notes:**
1. The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
 2. In 1998, new standards were set for the mathematics tests to more accurately reflect the revised Alberta Program of Studies for K-9 mathematics. Consequently, results from prior years are no longer comparable.
 3. The new grade 6 science curriculum was optional in 1995/1996 and fully implemented in 1996/1997.

Display 1.11: SAIP Results

The following table presents the provincial results on the 1998 School Achievement Indicators Program Reading and Writing Assessment. The confidence level represents the high- and low-end points between which the actual achievement level should fall 95 per cent of the time. In other words, when comparing results among jurisdictions, the results are statistically different only if confidence levels do not overlap.

1998 SAIP: Reading

Province/Territory	% of 13 year-olds at level 2 or above	Confidence Interval	% of 16 year-olds at level 3 or above	Confidence Interval
British Columbia	74.9	±2.9	67.9	±3.3
Alberta	78.2	±2.6	67.4	±3.1
Saskatchewan	76.1	±2.8	64.9	±3.2
Manitoba-E	73.4	±3.1	65.5	±3.4
Manitoba -F	70.5	±6.7	59.9	±7.6
Ontario-E	77.8	±2.7	71.6	±3.0
Ontario -F	72.4	±3.2	65.0	±3.4
Quebec-E	77.6	±2.9	71.9	±3.2
Quebec -F	83.7	±2.5	79.4	±2.7
New Brunswick-E	76.1	±3.0	65.9	±3.5
New Brunswick -F	72.8	±2.9	68.1	±3.2
Nova Scotia-E	71.4	±2.5	66.4	±3.0
Nova Scotia -F	58.4	—	62.0	—
Prince Edward Island	77.3	±2.9	63.9	±3.5
Newfoundland	78.2	±2.9	71.4	±3.2
North West Territories	47.4	±2.0	41.1	±2.9
Yukon	77.5	±5.3	55.3	±7.9
Canada-E	76.7	±0.9	69.3	±1.0
Canada-F	82.3	±1.3	78.0	±1.5

Source: Council of Ministers of Education, Canada. (1999). *SAIP 1998: Reading and Writing*. Pages 119-120.

Note: "E" and "F" denote English and French samples from the provinces. Nova Scotia Francophone has no confidence interval because all students were tested; therefore, it is their actual achievement (not an estimate based a sample of students tested).

1998 SAIP: Writing

Province	% of 13 year-olds at level 2 or above	Confidence Interval	% of 16 year-olds at level 3 or above	Confidence Interval
British Columbia	94.5	±1.6	83.6	±2.8
Alberta	95.3	±1.4	83.8	±2.5
Saskatchewan	95.9	±1.4	84.2	±2.5
Manitoba-E	94.3	±1.7	86.4	±2.6
Manitoba -F	80.1	±6.1	56.8	±7.7
Ontario-E	96.6	±1.2	87.5	±2.3
Ontario -F	80.8	±2.8	50.8	±3.5
Quebec-E	94.7	±1.6	87.6	±2.5
Quebec -F	95.3	±1.4	87.0	±2.3
New Brunswick-E	95.0	±1.6	87.5	±2.5
New Brunswick -F	87.7	±2.1	61.2	±3.4
Nova Scotia-E	94.4	±1.3	88.5	±2.1
Nova Scotia -F	71.2	—	44.8	—
Prince Edward Island	94.9	±1.6	85.1	±2.7
Newfoundland	96.1	±1.4	88.8	±2.3
North West Territories	67.2	±4.0	31.7	±5.9
Yukon	93.9	±3.0	83.3	±6.4
Canada-E	95.6	±0.4	86.0	±0.8
Canada-F	93.8	±0.9	83.7	±1.4

Source: Council of Ministers of Education, Canada. (1999). *SAIP 1998: Reading and Writing*. Pages 123-124.

Note: "E" and "F" denote English and French samples from the provinces. Nova Scotia Francophone has no confidence interval because all students were tested; therefore, it is their actual achievement (not an estimate based a sample of students tested)

Display 1.9 Percentage of Students in Grades 3, 6 and 9 Demonstrating the Standards¹ on Provincial Achievement Tests

This table shows the proportion of all students in a grade who have demonstrated, on a particular test, that they can do what is expected in the course. Reporting based on the number enrolled allows for comparisons over time, taking into account any changes in participation on the test.

Not all students write provincial achievement tests. Achievement test results are not available for students who were excused from writing by the superintendent (because participation would be harmful to the student or the student could not respond to the test instrument), who wrote but whose results were withheld, or who wrote only one part of a language arts test. It is possible that some of these students, under different circumstances, could have demonstrated achievement of standards on the test.

Subject	Standard	1996	1997	1998	1999
Grade 3					
Language Arts	excellence	19%	13%	14%	15%
	acceptable	81%	82%	80%	84%
Mathematics ²	excellence	—	—	19%	24%
	acceptable	—	—	75%	80%
Grade 6					
Language Arts	excellence	14%	15%	14%	16%
	acceptable	79%	79%	78%	79%
Mathematics ²	excellence	—	—	15%	16%
	acceptable	—	—	76%	77%
Science ³	excellence	—	13%	17%	23%
	acceptable	—	73%	75%	79%
Social Studies	excellence	15%	16%	16%	16%
	acceptable	74%	73%	73%	76%
Grade 9					
Language Arts	excellence	10%	10%	10%	11%
	acceptable	80%	79%	78%	79%
Mathematics ²	excellence	—	—	12%	14%
	acceptable	—	—	63%	64%
Science	excellence	17%	14%	11%	13%
	acceptable	74%	72%	70%	70%
Social Studies	excellence	14%	14%	12%	16%
	acceptable	73%	75%	70%	72%

Source: Alberta Education, Student Evaluation Branch

- Notes:**
1. The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
 2. In 1998, new standards were set for the mathematics tests to more accurately reflect the revised Alberta Program of Studies for K-9 mathematics. Consequently, results from prior years are no longer comparable.
 3. The new grade 6 science curriculum was optional in 1995/1996 and fully implemented in 1996/1997.

Display 1.11: SAIP Results

The following table presents the provincial results on the 1998 School Achievement Indicators Program Reading and Writing Assessment. The confidence level represents the high- and low-end points between which the actual achievement level should fall 95 per cent of the time. In other words, when comparing results among jurisdictions, the results are statistically different only if confidence levels do not overlap.

1998 SAIP: Reading

Province/Territory	% of 13 year-olds at level 2 or above	Confidence Interval	% of 16 year-olds at level 3 or above	Confidence Interval
British Columbia	74.9	±2.9	67.9	±3.3
Alberta	78.2	±2.6	67.4	±3.1
Saskatchewan	76.1	±2.8	64.9	±3.2
Manitoba-E	73.4	±3.1	65.5	±3.4
Manitoba -F	70.5	±6.7	59.9	±7.6
Ontario-E	77.8	±2.7	71.6	±3.0
Ontario -F	72.4	±3.2	65.0	±3.4
Quebec-E	77.6	±2.9	71.9	±3.2
Quebec -F	83.7	±2.5	79.4	±2.7
New Brunswick-E	76.1	±3.0	65.9	±3.5
New Brunswick -F	72.8	±2.9	68.1	±3.2
Nova Scotia-E	71.4	±2.5	66.4	±3.0
Nova Scotia -F	58.4	--	62.0	--
Prince Edward Island	77.3	±2.9	63.9	±3.5
Newfoundland	78.2	±2.9	71.4	±3.2
North West Territories	47.4	±2.0	41.1	±2.9
Yukon	77.5	±5.3	55.3	±7.9
Canada-E	76.7	±0.9	69.3	±1.0
Canada-F	82.3	±1.3	78.0	±1.5

Source: Council of Ministers of Education, Canada. (1999). *SAIP 1998: Reading and Writing*. Pages 119-120.

Note: "E" and "F" denote English and French samples from the provinces. Nova Scotia Francophone has no confidence interval because all students were tested; therefore, it is their actual achievement (not an estimate based a sample of students tested).

1998 SAIP: Writing

Province	% of 13 year-olds at level 2 or above	Confidence Interval	% of 16 year-olds at level 3 or above	Confidence Interval
British Columbia	94.5	±1.6	83.6	±2.8
Alberta	95.3	±1.4	83.8	±2.5
Saskatchewan	95.9	±1.4	84.2	±2.5
Manitoba-E	94.3	±1.7	86.4	±2.6
Manitoba -F	80.1	±6.1	56.8	±7.7
Ontario-E	96.6	±1.2	87.5	±2.3
Ontario -F	80.8	±2.8	50.8	±3.5
Quebec-E	94.7	±1.6	87.6	±2.5
Quebec -F	95.3	±1.4	87.0	±2.3
New Brunswick-E	95.0	±1.6	87.5	±2.5
New Brunswick -F	87.7	±2.1	61.2	±3.4
Nova Scotia-E	94.4	±1.3	88.5	±2.1
Nova Scotia -F	71.2	--	44.8	--
Prince Edward Island	94.9	±1.6	85.1	±2.7
Newfoundland	96.1	±1.4	88.8	±2.3
North West Territories	67.2	±4.0	51.7	±5.9
Yukon	93.9	±3.0	83.3	±6.4
Canada-E	95.6	±0.4	86.0	±0.8
Canada-F	93.8	±0.9	83.7	±1.4

Source: Council of Ministers of Education, Canada. (1999). *SAIP 1998: Reading and Writing*. Pages 123-124.

Note: "E" and "F" denote English and French samples from the provinces. Nova Scotia Francophone has no confidence interval because all students were tested; therefore, it is their actual achievement (not an estimate based a sample of students tested).

Display 1.12: Student Performance in the Third International Mathematics and Science Study (Grades 12, 8 and 4)

The following tables outline how students from participating countries and provinces performed in the TIMSS. The countries and provinces are grouped according to how they performed relative to the Canadian results.

Senior Secondary Student Performance in Science Literacy

Results significantly higher than Canada	Scale Score	Results as good as Canada (53)	Scale Score	Results significantly lower than Canada	Scale Score
Sweden	56	Norway	54	France	49
Iceland	55	Alberta	54	Czech Republic	49
		New Zealand	53	Russia	48
		Ontario	53	United States	48
		Australia	53	Italy	48
		British Columbia	52	Hungary	47
		Switzerland	52	Lithuania	46
		Austria	52	Cyprus	45
		New Brunswick (E)	51		
Netherlands	56	Slovenia	52	Denmark	51
				Germany	50
				South Africa	35

Source: Robitaille, D., Taylor, A., Orpwood, G., and Donn J. (1998) *TIMSS-Canada Report, Volume 4: Senior Secondary*, (Tables 4-2, 4-3).
Note: The TIMSS scale score has an international average of 50 over all participating countries and a standard deviation of 10. Countries below the double line used unapproved sampling plans or failed to meet other sampling guidelines.

Senior Secondary Student Performance in Mathematics Literacy

Results significantly higher than Canada	Scale Score	Results as good as Canada (52)	Scale Score	Results significantly lower than Canada	Scale Score
Sweden	55	Norway	53	New Brunswick (E)	49
Switzerland	54	France	52	Hungary	48
Iceland	53	Australia	52	Italy	48
		New Zealand	52	Russia	47
		Ontario	52	Lithuania	47
		Austria	52	Czech Republic	47
		Alberta	52	United States	46
		British Columbia	51	Cyprus	45
Netherlands	56	Slovenia	51	Germany	50
Denmark	55			South Africa	36

Source: Robitaille, D., Taylor, A., Orpwood, G., and Donn J. (1998) *TIMSS-Canada Report, Volume 4: Senior Secondary*, (Tables 3-2, 3-3).
Note: The TIMSS scale score has an international average of 50 over all participating countries and a standard deviation of 10. Countries below the double line used unapproved sampling plans or failed to meet other sampling guidelines.

Senior Secondary Student Performance in Physics

Results significantly higher than Canada	Scale Score	Results as good as Canada (49)	Scale Score	Results significantly lower than Canada	Scale Score
Norway	58	Alberta	50	France	47
Sweden	57	Cyprus	49	Czech Republic	45
Russia	53	Switzerland	49	Austria	44
Germany	52	Latvia	49	United States	42
Australia	52	Greece	49		
British Columbia	51	Ontario	48		

Denmark	53	Slovenia	52
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Source: Robitaille, D., Taylor, A., Orpwood, G., and Donn J. (1998) *TIMSS-Canada Report, Volume 4: Senior Secondary*, (Tables 6-4, 6-5).
Note: The TIMSS scale score has an international average of 50 over all participating countries and a standard deviation of 10. Countries below the double line used unapproved sampling plans or failed to meet other sampling guidelines.

Senior Secondary Student Performance in Advanced Mathematics

Results significantly higher than Canada	Scale Score	Results as good as Canada (51)	Scale Score	Results significantly lower than Canada	Scale Score
France	56	Ontario	53	Italy	47
Russia	54	Alberta	53	British Columbia	47
Switzerland	53	Australia	53	Czech Republic	47
		Cyprus	52	Germany	47
		Lithuania	52	United States	44
		Greece	51	Austria	44
		Sweden	51		

Denmark	52	Slovenia	48
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Source: Robitaille, D., Taylor, A., Orpwood, G., and Donn J. (1998) *TIMSS-Canada Report, Volume 4: Senior Secondary*, (Tables 5-4, 5-5).
Note: The TIMSS scale score has an international average of 50 over all participating countries and a standard deviation of 10. Countries below the double line used unapproved sampling plans or failed to meet other sampling guidelines.

Grade 8 Student Performance in Science

Results significantly higher than Canada	% Correct	Results as good as Canada	% Correct	Results significantly lower than Canada	% Correct
Singapore	70	British Columbia	62	Ontario	56
Korea	66	Hungary	61	Spain	56
Japan	65	Belgium (Flemish)	60	France	54
Alberta	65	Slovak Republic	59	Iceland	52
Czech Republic	64	Sweden	59	Latvia (LSS)	50
England	61	Canada	59	Portugal	50
		Newfoundland	59	Lithuania	49
		Ireland	58	Iran, Islamic Republic	47
		United States	58	Cyprus	47
		Russian Federation	58		
		New Zealand	58		
		Norway	58		
		Hong Kong	58		
		New Brunswick (E)	57		
		Switzerland	56		
Netherlands	62	Australia	60	Greece	52
Bulgaria	62	Germany	58	Denmark	51
Slovenia	62	Thailand	57	Belgium (French)	50
Austria	61	Israel	57	Romania	50
		Scotland	55	Kuwait	43
				Colombia	39
				South Africa	27

Source: Robitaille, D., Taylor, A. and Orpwood, G. (1996) *TIMSS-Canada Report. Volume 1: Grade 8, (Tables 3-1, 3-2).*
 Note: Countries below the double line did not meet all sampling requirements.

Grade 8 Student Performance in Mathematics

Results significantly higher than Canada	% Correct	Results as good as Canada	% Correct	Results significantly lower than Canada	% Correct
Singapore	79	France	61	Sweden	56
Japan	73	Alberta	61	New Brunswick (E)	54
Korea	72	Russian Federation	60	Ontario	54
Hong Kong	70	Canada	59	New Zealand	54
Belgium (Flemish)	66	Ireland	59	Norway	54
Czech Republic	66	Newfoundland	56	England	53
British Columbia	63			United States	53
Slovak Republic	62			Latvia (LSS)	51
Switzerland	62			Spain	51
Hungary	62			Iceland	50
				Lithuania	48
				Cyprus	48
				Portugal	43
				Iran, Islamic Republic	38
Austria	62	Slovenia	61	Germany	54
		Netherlands	60	Denmark	52
		Bulgaria	60	Scotland	52
		Belgium (French)	59	Greece	49
		Australia	58	Romania	49
		Thailand	57	Kuwait	30
		Israel	57	Colombia	29
				South Africa	24

Source: Robitaille, D., Taylor, A. and Orpwood, G. (1996). *TIMSS-Canada Report. Volume 1: Grade 8, (Tables 2-1, 2-2).*
 Note: Countries below the double line did not meet all sampling requirements.

Grade 4 Student Performance in Science

Results significantly higher than Canada		Results as good as Canada		Results significantly lower than Canada	
	% Correct		% Correct		% Correct
Korea	74	Czech Republic	65	Ireland	61
Japan	70	Singapore	64	Norway	60
Alberta	68	Canada	64	New Zealand	60
United States	66	British Columbia	64	Scotland	60
		England	63	Iceland	55
		Newfoundland	62	Greece	54
		Hong Kong	62	Cyprus	51
		Ontario	62	Portugal	50
		New Brunswick (E)	61	Iran, Islamic Republic	40
Netherlands	67	Austria	66	Israel	57
Australia	66	Slovenia	64	Latvia (L)	56
		Hungary	62	Thailand	49
				Kuwait	39

Grade 4 Student Performance in Mathematics

Results significantly higher than Canada		Results as good as Canada		Results significantly lower than Canada	
	% Correct		% Correct		% Correct
Korea	76	Alberta	65	England	57
Singapore	76	Ireland	63	Cyprus	54
Japan	74	United States	63	Norway	53
Hong Kong	73	Canada	60	New Zealand	53
Czech Republic	66	British Columbia	59	Greece	51
		Newfoundland	58	Iceland	50
		New Brunswick (E)	58	Portugal	48
		Scotland	58	Iran, Islamic Republic	38
		Ontario	57		
Netherlands	69	Hungary	64	Thailand	50
Austria	65	Australia	63	Kuwait	32
Slovenia	64	Israel	59		
		Latvia (L)	59		

Source: Robitaille, D., Taylor, A. and Orpwood, G. (1997). *TIMSS-Canada Report. Volume 2: Grade 4*, (Tables 2-1, 2-2, 3-1, 3-2).

Note: Countries under the double line did not meet all sampling requirements.

Display 2.3 Total Public Education System Enrolment and School Authorities, 1996/1997 to 1998/1999

	1996/1997	1997/1998	1998/1999
Total Public Education System Enrolment (as of September 30 th each school year)	530,785	538,335	545,992
Number of Public Education Authorities (as of September 30 th each school year):			
- Public and Separate School Authorities	65	61	59
- Francophone Authorities	3	3	3
- Charter Schools	8	11	9
- Total	75	75	71

Source: Education Information Services, Alberta Education
Estimates are denoted by (E).

Display 3.1: The types of services that students with special needs may receive

- Personal Counselling
- Probation Supervision
- Specialized Feeding
- Native Liaison Worker
- Handicapped Children's Services
- Speech Language Therapy
- Emergency Medications/Injections
- Psychiatry/Psychology
- Occupational Therapy
- Lifting and Transferring
- Physiotherapy
- Psychological Testing/Assessment
- Toileting Assistance
- Management of Behaviour Problems
- Child Welfare
- Sign Language Interpreter
- Institutional Placement
- Audiology
- Regular Medications/Injections
- Equipment or Supplies
- Other

Display 6.1: Difference in Average Annual Provincial Residential Equalized Mill Rates for Education

The "invoice" for each municipality is calculated by multiplying the provincial property tax (mill) rate by that municipality's equalized assessment base.

$$\text{Invoice} = \text{Provincial Mill Rate} \times \text{Municipality's Equalized Assessment Base}$$

The equalized assessment base is determined by a provincial Assessment Equalization Board that adjusts the value of the properties in a municipality to current market conditions.

Displays 6.4, 6.7 and 8.1: Enrolment Figures

These three displays use the total number of full-time equivalent (FTE) students enrolled in public and separate school jurisdictions to estimate the expenditures per student. This count includes students who do not qualify for provincial funding (for example, students older than 18, foreign students or Treaty Indians). A headcount occurring September 30 of each year is used for students in grades 1 to 9; grades 10 to 12 students are estimated at one FTE student per 35 credits, and children in Early Childhood Services are counted at 0.5 FTEs.

	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99 (E)
Enrolment (FTE) of public and separate students	491,394	498,598	496,111	489,214	501,649	512,413	513,692

In addition to students in public and separate jurisdictions, there were 15,085 grade 1 to 12 funded students in private schools and 4,699 funded ECS children served by private ECS operators and private schools in 1997/1998. These private institutions spent approximately \$137.2 million in 1997/1998. The provincial contribution to their budgets was \$53.7 million, or 38.6% of their revenues.

1992/1993 and 1993/1994 enrolments are from the respective *Financial and Statistical Report of Alberta School Jurisdictions*; 1994/1995 enrolments are from Audited Financial Statements. Actual enrolments for 1995/1996, 1996/1997, 1997/1998 are from the following year's Budget Report form; estimated enrolments for 1998/1999 are from the 1998/1999 Budget Report form.

Display 6.6: Interprovincial Comparisons of Expenditures per Student on K-12 Education, 1994/1995 to 1998/1999

This measure is calculated by dividing each province's K-12 education expenditures by total enrolment (public, private, federal and foreign). Expenditures include public and private schools. Public includes (i) federal schools and schools for the blind and deaf; (ii) provincial and federal departments' spending on K-12 education; (iii) K-12 education in federal penitentiaries and provincial youth correctional centres; and (iv) departmental administration. Figures for Canada are derived by dividing total expenditures in all provinces by total enrolment in all provinces.

	1994/95 (E)	1995/96 (E)	1996/97(E)	1997/98 (E)	1998/99(E)
Canada	6,682	6,673	6,762	6,855	6,865
Newfoundland	5,401	5,269	5,566	5,562	5,600 (9)
Prince Edward Island	5,275	4,893	4,775	5,141	5,330 (10)
Nova Scotia	5,651	5,499	5,557	5,439	5,710 (8)
New Brunswick	5,945	5,991	6,189	6,226	6,403 (5)
Quebec	7,096	7,090	7,025	7,183	7,330 (1)
Ontario	6,853	6,781	6,963	7,226	6,886 (4)
Manitoba	6,623	6,957	7,035	7,096	7,237 (2)
Saskatchewan	5,538	5,953	6,045	6,196	6,284 (7)
Alberta	5,862	5,826	5,877	6,182	6,386 (6)
British Columbia	6,784	6,945	7,004	6,916	6,903 (3)

Sources: Statistics Canada #81-003; *Education Quarterly Review* (Quarterly), Vol. 3, No. 3 (1996); Vol. 4, No. 3 (1997); Vol. 5, No. 3 (1999).

Note: Estimates are represented by (E).

Interprovincial Comparisons of per Capita Expenditures on K-12 Education, 1994/1995 to 1998/1999

This measure is calculated by dividing each province's K-12 education expenditures for the school year by its prior July 1 population (for example, 1997/1998 expenditures with July 1997 population). Expenditure data include public and private schools. Public includes (i) federal schools and schools for the blind and deaf; (ii) provincial and federal departments' spending on K-12 education; (iii) K-12 education in federal penitentiaries and provincial youth correctional centres; and (iv) departmental administration.

	1994/95 (E)	1995/96 (E)	1996/97 (E)	1997/98 (E)	1998/99 (E)
Canada	1,230	1,241	1,238	1,247	1,245
Newfoundland	1,060	1,029	1,057	1,028	1,022 (8)
Prince Edward Island	962	897	870	933	972 (10)
Nova Scotia	1,015	991	998	971	1,017 (9)
New Brunswick	1,085	1,090	1,112	1,104	1,123 (7)
Quebec	1,115	1,125	1,109	1,116	1,133 (6)
Ontario	1,352	1,365	1,356	1,402	1,331 (2)
Manitoba	1,301	1,373	1,388	1,402	1,433 (1)
Saskatchewan	1,165	1,250	1,262	1,291	1,307 (3)
Alberta	1,175	1,166	1,184	1,224	1,245 (4)
British Columbia	1,179	1,201	1,206	1,197	1,209 (5)

Sources: Statistics Canada #81-003, *Education Quarterly Review*; Vol. 3, No. 3 (1996); Vol. 4, No. 3 (1997); Vol. 5, No. 3 (1999). Statistics Canada #91-213, *Annual Demographic Statistics*, (Table 1.1), 1997, 1998.

Note: Estimates are represented by (E).